

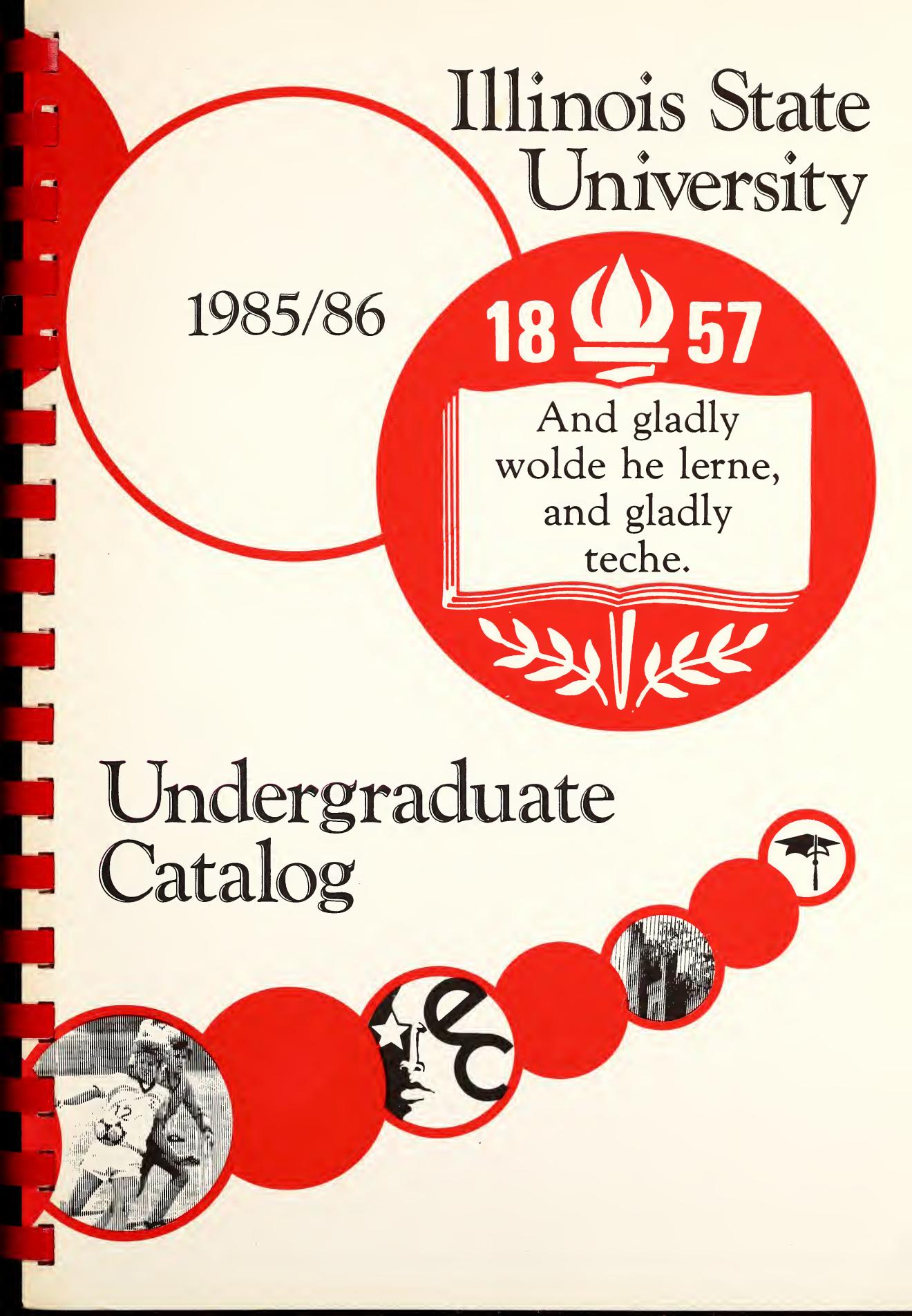
# Illinois State University

1985/86

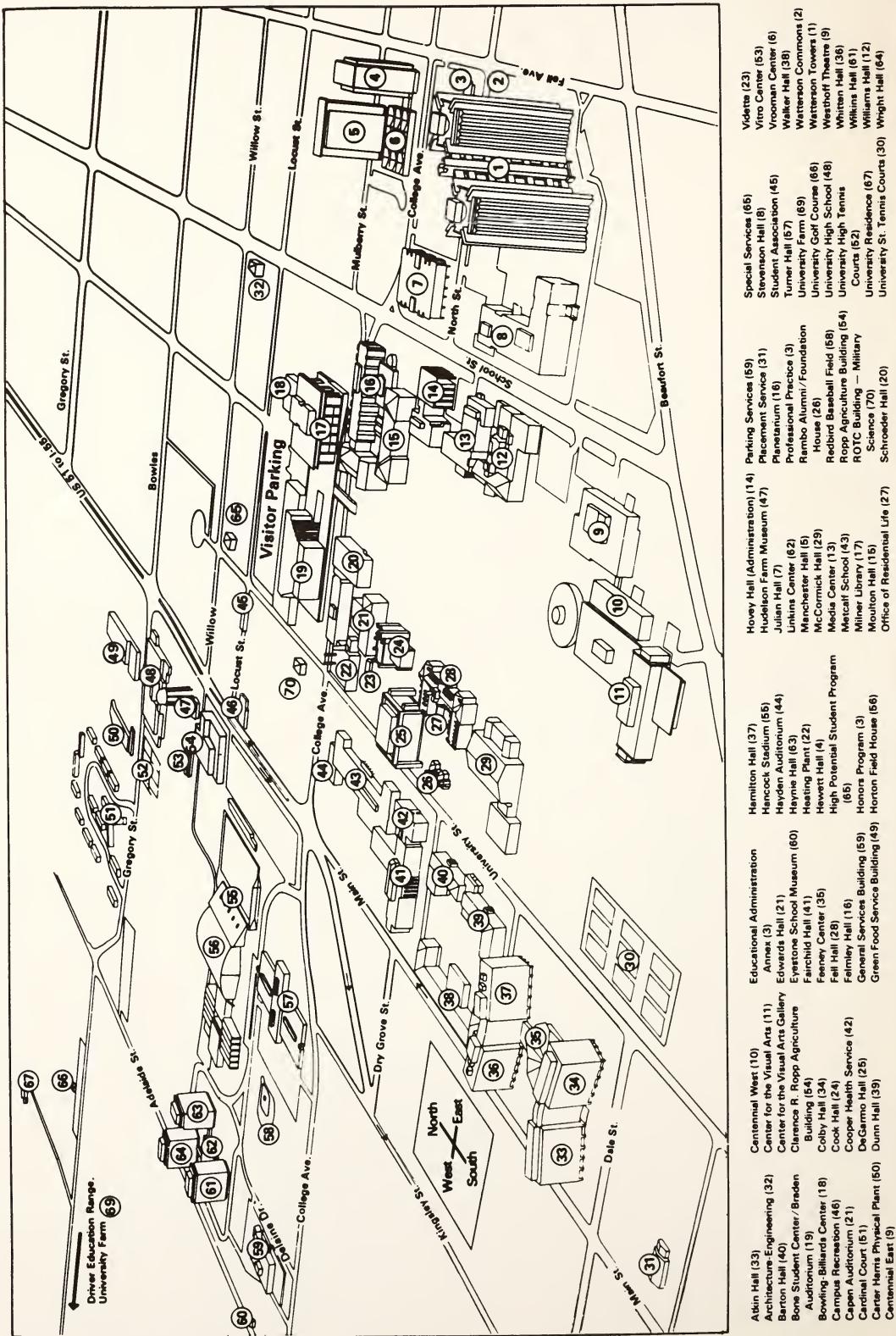
18<sup>57</sup>

And gladly  
wolde he lerne,  
and gladly  
teche.

## Undergraduate Catalog



Illinois State University



**Illinois State University**

**Undergraduate Catalog**

**1985-1986**

**Effective May 13, 1985**

Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, religion, national origin, sex, age, handicap, or other factor as prohibited by law in any of its educational programs, activities, admissions, or employment policies. Concerns regarding this policy should be referred to the Affirmative Action Office, Illinois State University, Normal, Illinois 61761, phone 309/438-7657. The Title IX Coordinator and the 504 Coordinator may be reached at the same address.

## Using the Catalog

This publication contains information about admission, costs, financial aid, housing, academic programs and requirements, and student services and activities of Illinois State University. The importance of some of this information will vary from student to student; **however, the sections on admissions, costs, and academic policies apply to all students and should be read carefully.**

All students are urged to review the entire Catalog carefully to gain an overview of the opportunities offered by the University, as well as the University's expectations of students. For specific information about particular concerns, students should consult either the Table of Contents or the Index.

A wide variety of undergraduate programs (majors and minors) in more than 50 separate fields of study are described. Students should consult the appropriate departmental section of the Catalog for a description of the requirements for each of these programs and the academic policies section for the general requirements for graduation. **Students in teacher education programs should pay particular attention to the section devoted to University Wide Teacher Education Program Requirements.**

Undergraduate courses offered by the 32 departments of the University are also described in this Catalog. Students should consult the *Class Registration Directory* published each semester for specific information about courses to be offered that semester.

### Confidentiality of Student Records

In accordance with the Family Educational Rights and Privacy Act of 1974, Illinois State University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right in writing. It also insures that records cannot be released in other than emergency situations without the written consent of the student except in the following situations.

A. to other school officials, including faculty within the educational institution or local educational agency who have legitimate educational interests;

B. to officials of other schools or school systems in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;

C. to authorized representatives of 1) the Comptroller General of the United States, 2) the Secretary, 3) an administrative head of any educational agency, or 4) State educational authorities;

D. in connection with the student's application for, and receipt of, financial aid;

E. where the information is classified as directory information. The following categories

of information have been designated by the University as directory information: name, address, telephone number, major, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. If you do not wish such information released without your consent, you should notify the Office of Admissions and Records prior to the first day of classes.

Questions concerning this law and the University's policy concerning release of student information and the procedures for contesting the content of cumulative files may be directed to the Office of Admissions and Records, Hovey Hall 201, 438-2181.

# Table of Contents

|   |        |
|---|--------|
| University Calendar, 1985-86 .....                                      | 5      |
| Introduction.....   | 7      |
| Board of Regents .....  | 7      |
| University Administrative Officers .....                                | 7      |
| Academic Senate and Committees .....                                    | 8      |
| Admission .....   | 9      |
| Admission Applications .....  | 9      |
| Student Classifications .....   | 9      |
| Admission Requirements .....  | 9      |
| Special Admission .....   | 10     |
| Orientation and Registration .....                                      | 10     |
| Medical Requirements .....  | 11     |
| Costs and Payment Policies .....  | 13     |
| Tuition and Fees .....  | 13     |
| Refund Policy .....   | 13     |
| Total Estimated Yearly Expense .....                                    | 14     |
| Services for Students .....   | 15     |
| Financial Aid .....   | 15     |
| Federal Grants and Benefits .....                                       | 16     |
| State Scholarships and Grants .....                                     | 17     |
| University Scholarships .....   | 17     |
| Private Scholarships .....  | 17     |
| Loan Programs .....   | 17     |
| Student Employment.....   | 18     |
| Veteran's Services .....  | 18     |
| Campus Living Accommodations and Policies .....                         | 18     |
| Office of Residential Life .....  | 18     |
| Apartment Living .....  | 19     |
| Academic Support Services .....   | 19     |
| Mathematics Assistance Center .....                                     | 19     |
| Reading/Study Skills Center .....                                       | 19     |
| Writing Center .....  | 19     |
| Counseling and Career Services .....                                    | 20     |
| Counseling Center .....   | 20     |
| Career Counseling .....   | 20     |
| Placement Services .....  | 20     |
| Health Related Services .....   | 20     |
| Student Health Program .....  | 20     |
| Services for the Handicapped .....                                      | 21     |
| Speech and Hearing Clinic.....  | 21     |
| Co-Curricular Opportunities and Services .....                          | 21     |
| Student Life and Programs .....   | 21     |
| Campus Recreation .....   | 22     |
| Bone Student Center/Braden Auditorium .....                             | 23     |
| Student Discipline and Grievance Procedure .....                        | 23     |
| Academic Policies and Opportunities .....                               | 25     |
| University Grading System .....   | 25     |
| Course Registration and Withdrawal .....                                | 26     |
| Academic Requirements .....   | 27     |
| Undergraduate Degree Requirements .....                                 | 28     |
| Graduation Requirements .....   | 28     |
| Catalog Requirements .....  | 29     |
| Graduation Procedures .....   | 29     |
| Second Bachelor's Degree .....  | 29     |
| Proficiency and Placement Examinations .....                            | 30     |
| Special Academic Opportunities .....                                    | 32     |
| Honors Program .....  | 32     |
| Professional Practice .....   | 32     |
| Undergraduate Teaching Assistants .....                                 | 33     |
| High Potential Students Program .....                                   | 33     |
| Minority Professional Opportunities .....                               | 33     |
| Special Services for Disadvantaged Students .....                       | 33     |
| International Studies .....   | 33     |
| National Student Exchange.....  | 34     |
| Preparation for Graduate and Professional Study .....                   | 34     |
| Additional University Services .....                                    | 36     |
| Media Services .....  | 36     |
| WGLT .....  | 36     |
| Museums .....   | 36     |
| Planetarium .....   | 37     |
| Research Services and Grants .....                                      | 37     |
| Alumni Services and Development .....                                   | 37     |
| University Studies Program.....   | 39     |
| University-Wide Programs and Courses .....                              | 43     |
| Fields of Study and Degrees .....                                       | 43     |
| Program and Course Explanations .....                                   | 43     |
| General Studies Major .....   | 45, 87 |
| Ethnic and Cultural Studies Minor .....                                 | 46     |
| University-Wide Courses .....   | 46     |
| Interdisciplinary Studies .....   | 47     |
| College of Applied Science and Technology .....                         | 49     |
| Department of Agriculture .....   | 49     |
| Department of Applied Computer Science .....                            | 53     |
| Department of Criminal Justice Sciences .....                           | 56     |
| Department of Health, Physical Education,<br>Recreation and Dance ..... | 58     |
| Department of Health Sciences .....                                     | 67     |
| Department of Home Economics .....                                      | 72     |
| Department of Industrial Technology .....                               | 77     |
| Department of Military Science .....                                    | 84     |
| College of Arts and Sciences .....                                      | 87     |
| Department of Biological Sciences .....                                 | 87     |
| Department of Chemistry .....   | 91     |
| Department of Communication .....                                       | 93     |
| Department of Economics .....   | 98     |
| Department of English .....   | 101    |
| Department of Foreign Languages .....                                   | 106    |
| Department of Geography-Geology .....                                   | 111    |
| Department of History .....   | 114    |
| Department of Mathematics .....   | 118    |
| Department of Philosophy .....  | 123    |
| Department of Physics .....   | 124    |
| Department of Political Science .....                                   | 126    |
| Department of Psychology .....  | 129    |
| Department of Sociology, Anthropology<br>and Social Work .....          | 132    |
| Department of Speech Pathology and<br>Audiology .....                   | 136    |
| College of Business .....   | 139    |
| International Business .....  | 140    |
| Department of Accounting .....  | 141    |
| Department of Business Education and<br>Administrative Services .....   | 143    |
| Department of Finance and Law .....                                     | 146    |
| Department of Management and Marketing .....                            | 148    |
| College of Education .....  | 153    |
| Department of Curriculum and Instruction .....                          | 153    |
| Department of Educational Administration<br>and Foundations .....       | 157    |
| Department of Specialized Educational<br>Development .....              | 158    |
| University-Wide Teacher Education<br>Program Requirements .....         | 162    |
| College of Fine Arts .....  | 169    |
| Department of Art .....   | 169    |
| Department of Music .....   | 173    |
| Department of Theatre .....   | 178    |
| Faculty and Administrative Staff .....                                  | 183    |
| Faculty Emeriti .....   | 203    |
| Index.....  | 206    |



# University Calendar, 1985-86

## 1985 Summer Sessions

|                |  |
|----------------|--|
| May 13-June 14 | Pre session.   |
| May 27         | Memorial Day holiday.  |
| June 17        | Registration for eight-week summer session and first day of classes.                             |
| June 19        | Last day for late registration for summer session (8 week courses).                              |
| June 21        | Last day for course changes for summer session.  |
| June 28        | Last day for undergraduate students to apply for graduation at end of eight-week summer session. |
| July 4         | Independence Day holiday.  |
| July 5         | Last day to withdraw from a course with a mandatory WX grade.                                    |
| July 26        | Last day to withdraw from courses, or from the University, or to drop credit/no credit option    |
| August 8-9     | Evaluation and review period.  |
| August 9       | Eight-week summer session ends.  |

## 1985 First Semester

|                 |  |
|-----------------|--|
| August 19-21    | Registration and Program change.<br>(See <i>Class Registration Directory</i> for specific schedule)  |
| August 21       | Last day to withdraw from classes with a full refund of tuition and fees.                            |
| August 21       | Wednesday classes that meet one day per week at 4:00 p.m. or later begin.                            |
| August 22       | All other classes begin.   |
| August 26       | Last day for late registration.  |
| August 26       | Last day for Program Change.   |
| September 2     | Labor Day holiday.   |
| September 5     | Last day to withdraw from classes with a full refund minus service fee.                              |
| September 6     | Last day for undergraduate students to apply and pay fee for graduation in December.                 |
| September 20    | Last day to withdraw from classes with a partial refund (See <i>Class Registration Directory</i> )   |
| September 27-29 | Parent's Weekend   |
| September 27    | Last day to withdraw with a mandatory WX grade from a full semester class.                           |
| October 19      | First half of semester ends.   |
| October 21      | Second half of semester begins.  |
| November 2      | Homecoming.  |
| November 15     | Last day to withdraw from a class or from the University, and to remove the Credit/No Credit option. |
| November 27     | Thanksgiving vacation begins at 5:30 p.m.  |
| December 2      | Classes resume, 8 a.m.   |
| December 9      | Last day of classes.   |
| December 10-14  | Evaluation and review period.  |
| December 16     | Grades due at noon.  |

## 1986 Second Semester

|              |   |
|--------------|---|
| January 9-11 | Registration and Program change.<br>See <i>Class Registration Directory</i> for specific registration schedule. |
| January 11   | Last day to withdraw from classes with a full refund of tuition and fees.                                       |
| January 13   | Classes begin.  |
| January 15   | Last day for late registration and course changes.  |
| January 15   | Last day for Program Change.  |
| January 27   | Last day to withdraw from classes with a full refund minus service fee.   |
| January 31   | Last day for undergraduate students to apply and pay fee for graduation in May.                                 |
| February 11  | Last day to withdraw from classes with a partial refund (See <i>Class Registration Directory</i> )              |
| February 21  | Last day to withdraw with a mandatory WX grade from a full semester class.                                      |
| March 8      | First half semester ends. Spring vacation begins at noon.   |
| March 17     | Classes resume, 8 a.m.  |
| April 11     | Last day to withdraw from a class or from the University, and to remove the Credit/No Credit option.            |
| May 3        | Last day of classes.  |
| May 5-9      | Evaluation and review period.   |
| May 10       | One-hundred-twenty-seventh Annual Commencement.   |
| May 12       | Grades due at noon.   |

## 1986 Summer Session

|          |                           |
|----------|---------------------------|
| May 12   | Summer session begins.    |
| May 26   | Memorial Day holiday.     |
| July 4   | Independence Day holiday. |
| August 9 | Summer session ends.      |



# INTRODUCTION

## Board of Regents

The Board of Regents is the governing board for Illinois State University, Northern Illinois University, and Sangamon State University. Members of the Board are:

David E. Murray, Sterling, *Chair*  
Carol K. Burns, Peoria, *Vice Chair*  
Jerome R. Bender, Rockford  
Clara S. Fitzpatrick, Evanston  
L. Milton McClure, Beardstown  
D. Brewster Parker, Lincoln  
Hal Riss, Shirley  
Harry L. Wellbank, Crystal Lake  
James L. Wright, Chicago

One student, non-voting member from each university in the Regency System.

Chancellor: William R. Monat, Springfield

## University Administrative Officers

Lloyd I. Watkins, *President*

David A. Strand, *Vice President and Provost*

Charles A. White, *Dean of the Graduate School*

Elizabeth A. Chapman, *Dean, College of Applied Science and Technology*

Virginia L. Owen, *Dean, College of Arts and Sciences*

Andrew T. Nappi, *Dean, College of Business*

William S. Dunifon, *Dean, College of Education*

Charles W. Bolen, *Dean, College of Fine Arts*

Edward T. Anderson, *Dean, College of Continuing Education and Public Service*

Fred M. Peterson, *University Librarian*

Warren R. Harden, *Vice President for Business and Finance*

Neal R. Gamsky, *Vice President and Dean of Student Affairs*

Charles E. Morris, *Vice President for Administrative Services*

Richard T. Godfrey, *Director of Institutional Advancement*

Illinois State University is the first public institution of higher education established in the State of Illinois. It is a multiple purpose university with more than 20,000 students, located in the medium-sized urban area of Normal-Bloomington. The University's primary mission is to provide the best undergraduate academic programs available in public institutions of higher education in Illinois. The University's curriculum, emphasizing excellence of instruction, is complemented by strong graduate programs, faculty research, and community service activities.

The University seeks to provide an atmosphere in which an excellent faculty interacts with capable students in and outside the classroom to produce educated citizens. In addition, the University recognizes that knowledge occurs not only in classrooms, laboratories, and libraries, but also in living units and in a rich profusion of social, recreational, and artistic activities that are provided for the students, faculty, staff, and community.

**Campus:** The tree-shaded campus of Illinois State University, covering 850 acres in Normal, is a study of varying architecture, ranging from the castle-like appearance of Cook Hall to the modernistic dominance of the 28-story twin Watterson Towers residence halls. Major classroom buildings are centrally located and are surrounded by the library and recreational, social, and residence structures. Most facilities are accessible to the handicapped.

The library building, completed in 1976, provides over two million individual items and study space for 3,000 students. Each of the six floors of the library provides a variety of study areas—individual carrels, small tables, conference rooms, and lounge chairs—all located adjacent to books, periodicals, and other library materials.

The collections of the University Library include 950,000 cataloged books and 309,000 U.S. Government publications, a total of 1,259,000 volumes. Several thousand additional publications are available in miniature in 48,300 reels of microfilm and 1,025,000 microcards and sheets of microprint. The Map Collection contains 355,000 cartographic items. A record collection of 20,000 recordings is available. In addition, the library's membership in the Center for Research Libraries makes the resources of that 3,000,000-volume collection available to the faculty and students. The library also provides access to other libraries throughout the country and in Illinois through OCLC, the Illinois Library Network, and the Illinois LCS organization.

Other University facilities include an 18-hole University golf course, a 350-acre University farm, recreational fields, and other open areas for student and public use. Illinois State also offers the community a 3,500-seat auditorium, a student center, and a recreation facility for bowling and other activities. Inter-collegiate and intramural sports are frequently scheduled in the 8,500-seat Horton Field House and in Hancock Stadium, which has an all-weather playing surface.

Residence structures include high-rise buildings of 28, 18, 12 and 10-story heights, as well as more traditional halls of only a few stories. There are also student apartments at Cardinal Court and Shelbourne Drive.

**Collegiate Organization:** Academic programs and courses are offered in 33 academic departments which are organized into the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, and Fine Arts. Undergraduate academic program and course offerings are listed in the Catalog according to the collegiate and departmental organization. University-wide program and course offerings are described separately.

The Graduate School offers master's degree programs in most fields in which undergraduate programs are available and doctoral degree programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, and Special Education. Further information concerning graduate study at Illinois State University is available in the *Graduate Catalog* and at the Graduate School office in Hovey Hall.

The College of Continuing Education and Public Service offers off-campus courses, workshops, and conferences designed for adults who wish to improve themselves pro-

fessionally. Information about such offerings is available in bulletins published by the College each semester. The University makes no distinction between credit earned on or off campus and does not offer correspondence courses.

**Academic Senate and Committees:** The Academic Senate is the major governance body of the University. The Senate acts in legislative and advisory roles with regard to University policies concerning faculty and students, academic programs and planning, and University concerns. Based upon the concept of shared governance, the 50-member Senate's elected representatives consist of 27 faculty members and 19 students, 3 Vice Presidents, and the President of the University.

Through the Academic Senate and its external committee system, students, faculty, and administrators share in the study and development of policy. Students are encouraged to participate in the following Senate-appointed committees and councils:

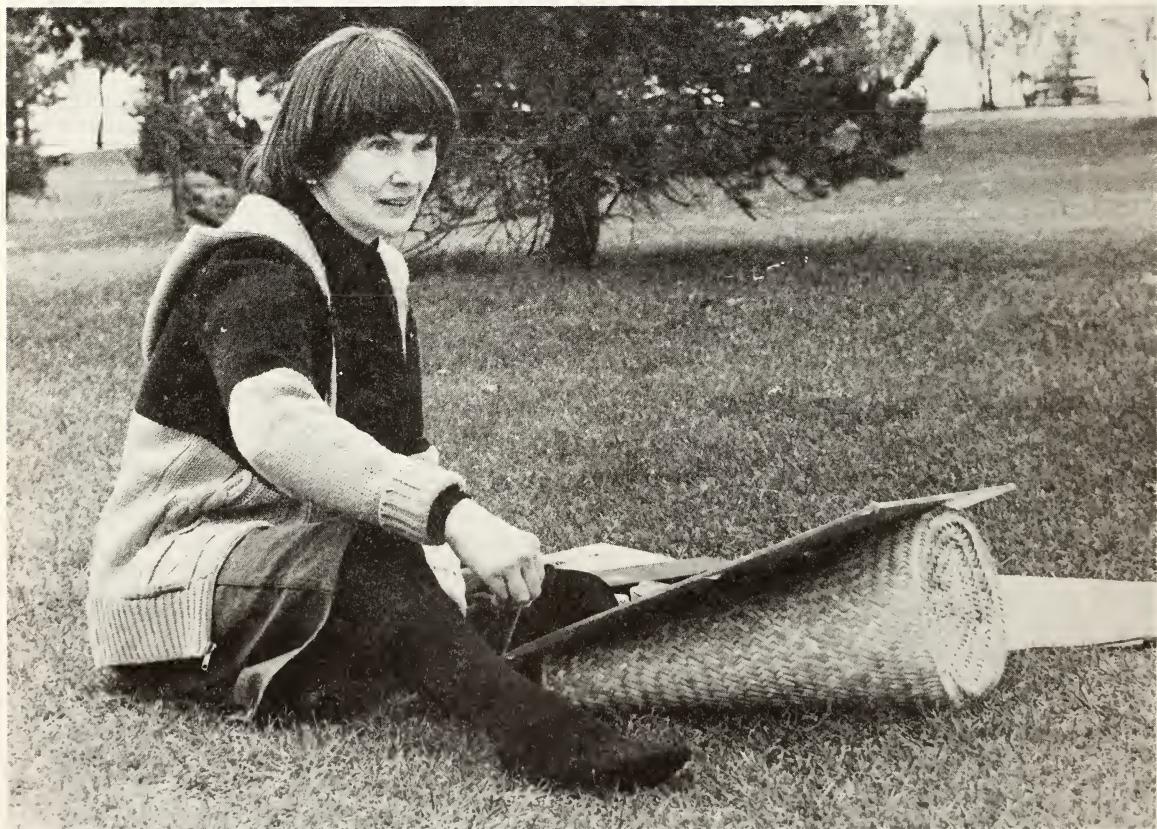
Academic Planning, Academic Standards, Elections, Entertainment, Library, Facilities Planning, Reinstatement, University Curriculum, University Forum, Council on Teacher Education, Honors Council, Council on University Studies, University Union/Auditorium Board, Student Code Enforcement and Review Board, Athletic Council.

Students also participate as members of college and department councils and serve on search and ad hoc committees.

The Academic Senate Office is located in 301 Hovey Hall.

**Accreditation:** Illinois State University is accredited at the doctoral level by the Commission on Institutions of the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education.

**Summer Sessions:** The University provides credit course work during the summer. Courses are also offered off campus. Regular courses, taught by the regular instructors, are offered during the summer so that students may take the same type of work as that offered during the first and second semesters. Limited student teaching and internship positions are available during the summer session for those who are qualified. Prospective students may obtain the annual *Summer Class Schedule* by writing to the Office of Admissions and Records. This schedule lists courses, costs, and other information for the session. Summer session students should refer to the undergraduate and graduate catalogs for academic policies.



# ADMISSION

## Admission Applications

Prospective students may obtain applications for admissions by writing to the Office of Admissions and Records, Illinois State University, Normal, Illinois 61761. In Illinois, a prospective student may call toll free 1-800/322-2314 to request an application. On campus, applications are available in 201 Hovey Hall. Admission to the University does not guarantee housing in residence halls. The Office of Residential Life will mail housing applications to students after they have been admitted to the University.

All applicants who are not United States' citizens should request a **foreign student application**. Prospective graduate students should request a **graduate application**. Applicants 25 years of age or older who are interested in the Adult Learner Program offered by the College of Continuing Education should request an **adult learner application**.

An applicant may request admission for the fall semester, which begins in late August; for the spring semester, which begins in early January; for pre-session, which begins in mid-May; or for the summer session, which begins in the middle of June. Applications are usually processed within two weeks of receipt.

The University reserves the right to limit enrollment in a program because of space or budget restrictions. Applicants are, therefore, encouraged to submit admission applications early. Applicants qualified for admission will be admitted to the University as general students even though space in the desired program may not be available at the time of admission.

Prospective students who are still in high school are encouraged to apply after completion of the junior year; prospective transfers should apply early in the year before desired enrollment. The Admissions Office will process applications until enrollment capacities are reached, so early application is advantageous. Applications can ordinarily be acted upon as soon as transcripts and standardized test scores are received. The admission decision is based on high school class rank, course patterns, standardized test scores, and any previous college work. The University may in some cases defer a final decision pending receipt of a final transcript showing that grades were maintained.

Certain areas—all programs within the College of Business, the Department of Applied Computer Science, some majors in the Department of Health Sciences, and the Department of Specialized Educational Development—have either selective admissions policies or higher admissions standards than are required for entry into the University. These policies are explained in the departmental sections of the catalog.

## Student Classifications

The University has three classifications for new undergraduate students:

1. **Beginning freshmen:** a person who has never registered at any college or university.

2. **Transfer:** a person who has registered at another college, whether or not any work was completed.
3. **Unclassified undergraduate:** a person who desires to take classes at the University but does not have immediate plans to become a candidate for a degree.

## Admission Requirements

Admission requirements are the same for all semesters or sessions. The specific requirements for the three undergraduate classifications are explained below. Exceptions to these requirements may be made for special admissions categories (p. 10). The admissions decision is based on high school class rank, course patterns, standardized test scores and any previous college work.

Prospective ISU students are expected to have a strong academic background. Reading, writing and mathematics are central to that background. Students must demonstrate competence in English composition and mathematics. Illinois State University, along with the Illinois Board of Higher Education, recommends that prospective students prepare for college by including four years of English, science, mathematics, and social studies, along with two years of foreign language, in their high school program.

While the University offers a wide range of support services to improve students' chances for academic success, it does not offer remedial assistance in mathematics, reading, or composition. Students who believe that they have deficiencies in these basic skills are advised to enroll in appropriate preparatory courses elsewhere before enrolling at Illinois State University.

Information on how to prepare for particular majors is outlined in *A Handbook for High School Counselors*, a copy of which has been sent to every high school in Illinois. Academic departments at ISU are also happy to supply prospective students with additional information about majors. Students or counselors with specific questions should write to the appropriate departmental chair.

**Standardized Tests:** Prospective beginning freshmen and transfer students with fewer than 30 hours must have ACT or SAT scores sent directly to the Office of Admissions and Records. If the scores were not sent to Illinois State University at the time the test was taken, write the American College Testing Program (ACT, Box 168, Iowa City, Iowa 52240) or the Educational Testing Service (SAT, Educational Testing Service, Princeton, New Jersey 08540) and request to have them sent to ISU. Upon request, special testing arrangements will be made for the handicapped by either testing agency.

**BEGINNING FRESHMEN:** Admission requires graduation from an accredited high school or a GED certificate. In addition, students must demonstrate competence in English composition and mathematics by presenting 1) a high school transcript showing successful completion of at least three years of high school English and one year of standard high school algebra or 2) an ACT English subscore of 18 (SAT verbal 400) and an ACT Math subscore of 19 (SAT Quantitative 430).

## 10 Admission

Students who meet **one** of the criteria listed below, that have been determined to provide at least a 50/50 chance for achieving a 2.0 GPA at Illinois State at the end of the first semester of course work, will be admitted to the University until enrollment capacity is reached:

| High School Class Rank Percentile   | Minimum ACT Composite Score: or SAT Combined Score |
|-------------------------------------|--|
| 1. 75th - 99th (top quarter) .....  | no minimum   |
| 2. 50th - 74th .....                | ACT 14 or SAT 660                                  |
| 3. 25th - 49th .....                | ACT 18 or SAT 825                                  |
| 4. 1st - 24th (bottom quarter) .... | ACT 20 or SAT 910                                  |

**TRANSFER STUDENTS:** All transfer students must present an overall "C" average (2.0 on a 4.0 scale or the equivalent) for all college work completed. The most recent transcript from the last school attended (whether full or part-time) must also show a statement of good standing. Upon request, before admission to the University is considered, transfer students must present evidence that there has been no history of behavioral problems at the last school attended. Transfer students with fewer than 30 semester hours of transfer work must meet the same requirements specified above for beginning freshmen; they must submit high school transcripts and ACT or SAT scores as well as college transcripts. In addition, all transfer students except those who have earned an associate degree in a baccalaureate-oriented program at an Illinois public community college must show evidence of competence in English language and computation skills. These skills may be demonstrated by standardized test scores (English ACT subscore of 18 or SAT verbal of 400, and Math ACT subscore of 19 or SAT Quantitative of 430), by high school courses (successful completion of three years of English and one year of standard algebra), or by appropriate college courses in composition and mathematics.

Students currently enrolled at Illinois public community colleges may find it advantageous to complete the associate degree before enrolling at ISU. Illinois State University, in agreement with these colleges, allows a student with a baccalaureate-oriented associate degree to be admitted to ISU with junior standing and with all University Studies (general education) requirements completed.

After approving a student for admission, the Office of Admissions and Records will send the student and the student's academic adviser a statement specifying how the transferred credit may be used to meet curricular requirements at ISU. Transfer credit from two-year colleges is limited to 66 semester hours plus a maximum of 4 semester hours of physical education. Additional credit for military service is also possible.

**Registered Nurses:** RNs will be admitted to the University and granted 60 semester hours of transfer work if they have graduated from an accredited Associate Degree or Diploma nursing program with a 2.5 grade point average on a 4.0 point scale. To earn a baccalaureate degree, such students must complete the University Studies and the chosen major requirements.

**Summer Visitors:** Students attending other colleges who plan to continue at those institutions may enroll at ISU for the summer session by submitting a statement of good standing from the school that they are attending. This policy does not apply to beginning freshmen.

**Unclassified Students:** Individuals desiring to take a class or classes in the University without working toward any degree may be admitted as unclassified students if they have been out of high school for at least two years. Applicants will be required to provide evidence showing

prerequisite background for the course(s) desired. Unclassified students must maintain the same standard of performance as degree students. Unclassified students who at some later time wish to become candidates for a degree must submit transcripts of all previous college work.

**Readmission:** Students wishing to return to ISU after being away for one or more semesters must apply for readmission through the Office of Admissions and Records (201 Hovey Hall). Readmission for a particular term cannot be guaranteed if the application is received less than two weeks prior to the beginning of classes.

Students who have been dismissed from ISU for poor scholarship must be reinstated by the University Reinstatement Committee before applying for readmission. Such students should complete an application for reinstatement at least two months prior to the term in which they desire to reenroll. Reinstatement forms may be obtained from the Assistant Dean of Undergraduate Instruction, 404 Hovey Hall.

ISU students who have been away from the University for one or more semesters and who have in the meantime attended any other higher educational institution must indicate such attendance on the readmission application and supply an official transcript from the other school(s). Such students must also meet the admission requirements set for transfer students. Readmitted students should consult the section on Catalog Requirements to determine which catalog should be used to determine graduation requirements.

**Special Admission:** The University may admit a limited number of applicants with special characteristics and abilities who show the potential for success in collegiate work but who do not meet all the regular admission requirements. The special admissions programs are as follows:

1. Talent Program: Applicants who demonstrate an outstanding talent in art, music, theatre, or athletics.
2. Early Admit Program: Applicants who can benefit from college-level work prior to graduation from high school on a full-time or part-time (concurrent with high school attendance) basis.
3. College Opportunity Admission Program: Applicants who have been economically or educationally disadvantaged and can benefit from college-level work if intensive support services are provided.
4. Veteran's Program: Applicants who are Illinois residents who present a discharge for other than dishonorable reasons showing completion of at least a one-year tour of duty in the Armed Forces and whose first attendance at a college or university after discharge is at Illinois State.
5. Adult Learner Program: Applicants who are over 25 years of age.

For all of these programs, inquiries should be sent to the Director of Admissions and Records, 201 Hovey Hall, and should specify the particular program of interest.

## Orientation and Registration

**Preview ISU:** The University's summer orientation program, called "Preview ISU", is designed to acquaint new freshmen and their parents with the campus and its services and to provide the opportunity for students and parents to discuss campus life with faculty, staff and continuing students. During the two-day Preview programs, new students will take placement examinations, meet with academic advisers and register for fall classes. One-day "Transfer Day" programs are held for transfer students

and their parents both during the summer and immediately prior to registration for the fall and spring terms.

Students who have been admitted and their parents receive registration materials for Preview ISU in the Spring. Further information is available from the Office of Admissions and Records, 201 Hovey Hall, 309/438-2181. Arrangements will be made to assist the handicapped during Preview. Handicapped individuals should notify the Coordinator of Services for the Handicapped, 207 Hovey, of any special needs prior to arrival on campus, voice 309/438-5853 or TTY 309/438-8620.

Orientation for a limited number of students who are unable to attend Preview is held during the week preceding the first day of the fall semester. Students entering during the spring semester should attend orientation during the week preceding the first day of classes. No orientation activities are provided for students entering during the summer; such students should contact the Academic Advisement Center for assistance at Julian Hall 210, phone 309/438-7604.

**Placement Examinations:** Placement Examinations are held to determine the level at which a student should enter particular sequences of University courses, and may be required by departments. No credit is awarded. Placement examinations are given during Preview, prior to academic advising and registration. A student's desired major and standardized test scores will determine any placement examinations that may be required.

**Academic Advisement:** Academic advisers work with each student during Preview to begin developing a long-range educational plan and to select appropriate first semester courses. Representatives from the academic departments will also be available during the Preview sessions.

**Registration:** New students register for classes during the Preview sessions after placement testing and advising. Detailed information concerning registration procedures for a given term is outlined in the *Class Registration Directory* which students receive when they arrive for Preview.

**Medical Requirements:** All students admitted to Illinois State are required to file a Medical History with the Health Service upon or prior to registration for 9 or more semester hours or upon entitlement to Health Service by other means. Students who plan to participate in University sponsored intercollegiate team sports will be required to have a physical examination by a Student Health Service physician.

Medical History forms will be mailed to new students by the Health Service. These forms should be completed and returned immediately, or in the case of incoming athletes, be brought to the Student Health Service when they come in for their physical examination. Students with a handicap or disability are requested to have their physician send a copy of their complete medical file to the Director of Health Services. If the student does not receive the forms within 30 days of the beginning of the semester, the student is requested to write for them. Included in their Medical History, students must have verified results of a T.B. skin test or chest x-ray accomplished within the previous year, and completion of the immunization section showing current immunization status for tetanus and diphtheria, poliomyelitis, rubella, mumps, and measles, or attached proof of having had these illnesses prior to enrollment. The University policy is that immunizations for these illnesses be current for all students. Proof (school immunization record, physician verification) of these immunizations or having had these diseases is required for non-resident students (out-of-state and foreign students).

Incoming athletes who have been accepted for ISU admission and need a Health Service physical examination before fall team practice or tryouts should schedule the examination through their coach or with the Student Health Service as early as possible during the summer. Examinations can be given while the student is on campus for Preview but a specific time for the exam must be prearranged with the Health Service. Students who do not have an athletic scholarship will have to pay for the examination at the time it is given (\$15 during summer, \$20 after classes begin in the fall).





# COSTS AND PAYMENT POLICIES

## TUITION AND FEES

**Full-Time Student Costs per Semester:** Students who register for 12 or more semester hours are considered full-time students and pay the following tuition and fees which are **subject to change** by action of the Board of Regents or General Assembly. Tuition for 1985-6 was not established at the time this catalog went to press.

|   | Residents | Non-Residents |
|---|-----------|---------------|
| Tuition (1984-5) . . . . .              | \$498.00  | \$1494.00     |
| General Activity fee . . . . .          | 21.25**   | 21.25**       |
| Athletic and Service fee . . . . .      | 36.00     | 36.00         |
| Student Health                          |           |               |
| Insurance fee . . . . .                 | 46.00*    | 46.00*        |
| Student Center/Auditorium fee           | 38.00     | 38.00         |
| Recreation Facilities fee . . . . .     | 15.00**   | 15.00**       |
| University Arena fee. . . . .           | 35.00**   | 35.00**       |
| Health Service fee . . . . .            | 29.25*    | 29.25*        |
| Totals (using 1984-5 tuition) . . . . . | 718.50    | 1714.50       |

\*Health Service and Health Insurance fees are assessed to all students who register for 9 or more semester hours.

\*\*Pending Board of Regents approval at its March, 1985 meeting.

**Part-Time Student Costs per Semester:** Students who register for fewer than 12 semester hours pay the following tuition and fees which are **subject to change** by the Board of Regents or General Assembly. Tuition for 1985-6 was not established at the time this catalog went to press.

|                                    | Residents | Non-Residents |
|------------------------------------|-----------|---------------|
| Tuition per semester hour (1984-5) | \$ 41.50  | \$ 124.50     |
| General Activity fee*. . . . .     | 6.50**    | 6.50**        |
| Athletic and Service fee . . . . . | 19.50     | 19.50         |
| University Arena fee. . . . .      | 17.50**   | 17.50**       |
| Student Center/Auditorium fee ..   | 19.00     | 19.00         |
| Recreation Facilities fee. . . . . | 7.50**    | 7.50**        |

\*Students registered for more than 6 but fewer than 12 hours may purchase an activity ticket by paying the General Activity fee of \$21.25. Payment of this fee by part-time students does not extend the privilege of playing at the Golf Course for student rates.

\*\*Pending Board of Regents approval at its March, 1985 meeting.

Students registered for fewer than 12 hours pay the \$19.50 Athletic and Service fee and are admitted to athletic events for which admission is charged at a rate which is approximately midway between the price charged a full-time student and the adult general admission ticket holder. Part-time students registered for more than 6 but fewer than 12 hours may elect to pay the Athletic and Service fee of \$36.00 and be entitled to the same privileges as full-time students for all athletic events.

Students registered for **fewer than 9 hours** may also pay the Student Health Service fee within fifteen (15) calendar days after the first regularly scheduled class day of the

semester in order to obtain prepaid services. Students who do not prepay the Health Service fee can obtain Health Center care on a fee-for-service basis (individual service charge). Students registered for **9 or more hours** must pay the Student Health Service fee (29.25) and the Student Health Insurance fee (46.00).

**Audit Costs:** Students taking only audit courses (courses without credit) are charged tuition at the rate of \$41.50 per credit hour to a maximum of \$498.00

**Residents and Non-Residents:** A student under 18 years of age is a non-resident if that student's parents are not legal residents of Illinois. A student over 18 years of age is a non-resident if the student is not a legal resident of Illinois at the time of registration. The director of Admissions and Records is responsible for applying out-of-state fees.

### Special Fees:

Bachelor's Degree Graduation fee . . . . . \$15.00  
Late Registration and/or Late Payment  
    fee (after scheduled dates) . . . . . 10.00

**Transcripts** are issued only after all student obligations have been met. A student wishing a transcript should make the request at the Transcript Office. A three dollar charge is made for each official transcript.

**Material Charges** listed under course offerings in the University catalogs are optional. A student may supply his or her own material and request the instructor in writing to waive the material charge.

**Payment of Tuition and Fees:** Students who advance register for a semester will be billed for tuition and fees before the beginning of the semester. If the bill is not paid by the date it is due, the student's classes will be cancelled and the student must re-register at the beginning of the semester. Students who register for classes at the beginning of the semester must pay their bill at that time. The *Class Registration Directory* lists specific dates.

**Refund Policy:** A registered student who officially withdraws from the University may receive a refund of tuition and fees, including any advance deposit, according to the following schedule:

1. If withdrawal is prior to the first regularly scheduled class day, all tuition and fees are refunded.
2. If withdrawal is within the first fifteen calendar days after the first regularly scheduled class day, all tuition and fees minus a service charge not to exceed twenty percent of the tuition and fees charged a full-time, undergraduate, in-state student are refunded.
3. If withdrawal is after the fifteenth day but no later than the thirtieth calendar day after the first regularly scheduled class day, twenty-five percent of the tuition charge only is refunded.

The university may designate shorter refund periods for summer session, special courses, and short courses.

A student who changes from full-time to part-time status or a part-time student who reduces the number of credit hours carried may receive a refund of tuition and fees according to the following schedule:

1. If the reduction is on or before the fifteenth calendar day after the first regularly scheduled class day, all tuition and fees not applicable to the new part-time status are refunded. A student receiving a refund of fees will not be eligible for activities and benefits covered by such fees. A service charge is not applicable to a student who changes from full-time to part-time status.
2. If the reduction is after the fifteenth but no later than the thirtieth calendar day after the first regularly scheduled class day, twenty-five percent of the difference in tuition charge only is refunded. The student would continue to be eligible for the activities and benefits covered by the other fees paid.

The university may designate shorter refund periods for summer session, special courses, and short courses.

The student may receive a refund of insurance fees if the student demonstrates equal or better insurance coverage on or before the fifteenth calendar day after the first regularly scheduled class day.

A student whose course of study requires absence from campus for the entire term shall, upon proper application, receive refund of Activity, Health Service, and Athletic fees. The application for such refund must be made on or before the fifteenth calendar day after the first regularly scheduled class day.

Pursuant to guidelines established by the University, part or all of a student's tuition and fees may be refunded because of the student's death or disability, extreme hardship, or institutional error.

A student may receive a refund of tuition and fees if a scholarship is awarded that covers those fees. The application for refund must be made no later than 60 days after the close of the session.

A student may receive a refund of tuition and fees if the University declares him or her ineligible for enrolled status prior to the first day of regularly scheduled class.

The statement of the refund policy for University housing is a part of the housing contract.

**Housing Costs:** The room and board rate in the residence halls for the 1984-5 academic year is \$2,190.00 for multiple occupancy and 18 meals per week. The University has recommended to the Board of Regents that the yearly rate be increased by \$52.00 which, if approved by the Board at its March, 1985 meeting, would result in a 1985-86 rate of \$2,242.00. A limited number of single rooms are available for an additional cost of \$200 per semester. Two apartment complexes are available for qualifying upper-class and married students, graduate students, and students with families. Rental rates range from \$140-\$210 per month. The University has recommended to the Board of Regents that the monthly rate be increased for some apartments by \$5.00 which, if approved by the Board at its March, 1985 meeting, would result in a 1985-86 rate range of \$140 to \$215. For further information, see campus living on page 18, and contact the Office of Residential Life.

**Estimated Total Yearly Expenses:** Because Illinois State University is a state-supported institution, the cost of attendance is relatively low. The estimated total expenses for the 1985-86 academic year (two semesters) is \$5,500 for an on-campus student classified as a resident of Illinois. This estimate includes approximately \$3,729 for tuition, fees, and on-campus room and board, plus an estimated \$1,771 for books, supplies, travel, and personal expenses. Estimated expenses for married students or students with dependents will vary according to differences in family size. Non-residents pay higher tuition charges and normally spend more on travel expenses. Tuition, fees, and on-campus housing charges are **subject to change** by action of the Board of Regents. **All other figures indicated in the preceding information are also estimates at the time of this printing.**



# SERVICES FOR STUDENTS

## Financial Assistance

### FINANCIAL AID OFFICE

208 Hovey, (309) 438-2231

The Financial Aid Office administers and coordinates more than thirty million dollars annually in aid to approximately sixty-five percent of the student population at Illinois State University. These funds are available to qualified students who wish to increase their post-high school educational opportunities. Financial Aid Advisers are available on a walk-in basis Monday through Friday to provide individual assistance to students and parents regarding types of aid programs available, eligibility requirements, application procedures, need analysis, part-time employment, money management, aid revisions, registration billing adjustments, and other related matters.

All financial aid is coordinated through the Financial Aid Office. Three types of financial assistance are available through federal, state, University, and private sources, including: 1) grants and scholarships; 2) part-time employment; and 3) loans. Scholarship, grant, and loan checks issued by Illinois State are automatically credited or restricted to pay outstanding University debts and penalties, including registration and housing charges. Students interested in receiving financial aid are strongly encouraged to complete necessary applications before the priority deadline date of March 1.

**General Eligibility Criteria:** To qualify for Federal or State financial aid programs, an applicant must:

1. Be a citizen of the U.S. or a permanent resident.
2. Demonstrate financial need as determined by a formula known as Uniform Methodology, a method approved by the U.S. Department of Education.
3. Be enrolled at least half-time in a program leading to a degree or certificate (classified). Students not pursuing a degree (unclassified) are not eligible for any type of Federal or State financial aid.
4. Not be in default on a NDSL or Guaranteed Loan received for attendance at ISU.
5. Not owe a repayment to a grant program received for attendance at ISU.
6. Make satisfactory progress toward a degree as defined by ISU (see p15).
7. Be registered with Selective Service if you are a male who is at least 18 years old and born after December 31, 1960 and who is not a current member of the active armed forces.

For further information, students may refer to the *Illinois State University Financial Aid Information Guide*, or contact the Financial Aid Office.

**Application Procedures:** To determine a student's eligibility for a Pell Grant, an Illinois State Scholarship Commission Award (ISSC), a National Direct Student Loan (NDSL), College Work-Study employment (CWS), a Supplemental Educational Opportunity Grant (SEOG), and a Guaranteed

Student Loan (GSL), the ISU Financial Aid Office must receive the two applications described below by March 1.

1. The ISU Financial Aid Application. Apply for National Direct Student Loan (NDSL) and College Work-Study (CWS), Supplemental Grants (SEOG), Pell, and Guaranteed Student Loan (GSL) on this form. Signed non-returnable copies of 1984 tax returns must be attached to this application.
2. One of the three nationally approved need analysis applications. List ISU as the first choice school and release data to ISU and Pell Grant. The acceptable applications from which to choose are the ACT Family Financial Statement (FFS), CSS Financial Aid Form (FAF) or the Application for Federal Student Aid (AFSA). There is no processing charge for the AFSA.
3. Financial Aid Transcript (from any other colleges attended). This transcript must be submitted even if the student did not receive financial aid from his/her previous school(s). The Financial Aid Transcript is not the same as the academic transcript required for admission.
4. Guaranteed Student Loan Program. In addition to the above two forms, lenders provide a GSL application to be verified by the Financial Aid Office.

The preferential filing date for all application forms is **March 1**. Applications received after this date will be processed according to availability of funds and staff time. Read the instructions for each application carefully. Complete all applications accurately, using information from actual completed tax returns. Discrepancies in data will delay awarding and disbursement of financial aid. Limited funds, late application, or discrepant information in the application may keep students from receiving any aid.

### Satisfactory Progress Policy

1. Illinois State University requires satisfactory progress toward a degree as an eligibility requirement for financial aid assistance.
2. The amount of any financial aid award is based on a number of factors, including the number of hours in which the student is enrolled at the time funds are disbursed.
3. For purposes of this policy, academic term is defined to include the summer, spring, and fall semesters.
4. A student must have earned (A) 75% of the total hours attempted at his or her current degree level (undergraduate and graduate credits cannot be combined) to be considered eligible under this policy: New students (B) will be given an adjustment period. If a new student does not earn 75% of the hours attempted (C), the student will be considered on probation but aid will not be withdrawn.
5. A student's eligibility is terminated at the point when total hours (D) attempted equal 180 for the bachelor's degree, 50 for master's degree, or 75 for doctoral degree.
6. This policy is applicable to all students receiving University administered financial aid funds during any academic year.

- demic term. Categorical exceptions approved by the Provost will be handled by the appeal process.
7. Prior to the beginning of each academic term, the Director of Financial Aid will review the eligibility of applicants. Those in violation of this policy will be notified in writing of their eligibility status.
  8. Reinstatement is available automatically by earning additional hours at ISU and meeting the 75% standard or by appeal. The appeal procedure must be initiated by the student by securing a Satisfactory Progress Appeal Petition from the Financial Aid Office and returning the completed form with documentation to that office PRIOR to the tenth day of class of the next academic term during which the student is enrolled.

**NOTE:** Students should consult the University catalogs for academic policies and graduation requirements.

#### Definitions

- A. For Undergraduates, earned hours are the sum of hours for which the student has earned a grade of A-D, CR, or CT, (including repeats). For Graduates, earned hours are the sum of hours for which the student has earned a grade of A-C, CR, or CT. Withdrawals, incompletes, audits, and failure are not earned hours.
- B. A new student is defined as a Freshman with 0-20 hours attempted at ISU.
- C. The phrase 'hours attempted' is defined as the sum of the hours for all ISU courses for which registration charges were incurred.
- D. Transfer hours will be included in hours attempted used in number 5 of the above policy.

**Financial Aid Refunds:** As your "Statement of Educational Purpose" (signed on the ISU application) indicated, financial aid funds are to be used only for expenses related to attendance at ISU. Therefore, if you withdraw from or stop attending ISU AFTER RECEIVING AN NDSL, SEOG, OR PELL Grant, you may be required to repay all or a portion of the awards. The first step in the determination is to subtract from the sum of these awards the total institutional charges not covered by another grant, scholarship or waiver. If the difference is positive and exceeds \$100 YOU WILL BE REQUIRED TO REPAY A PORTION OF THE AMOUNT OVER \$100 based on the following schedule:

- A. 50 percent, if you withdraw or stop attending within the first 15 calendar days of the session (7 CALENDAR DAYS FOR SUMMER SCHOOL).
- B. 25 percent, if you withdraw or stop attending between the 16th and 30th calendar day of the session (between 8th and 15th calendar day for summer school).
- C. No repayment will be required if you withdraw after the 30th calendar day of the session (15th calendar day for summer school); however, the Satisfactory Progress policy still applies. The amount to be repaid by the above calculation will be further reduced by any refund due from institutional charges.

The amounts repaid will be distributed to the awards in this sequence: SEOG, Pell Grant, NDSL, and GSL. Failure to make the required payment will result in a hold on academic and financial aid transcripts, barring of future registration, ineligibility for future financial aid, and other collection activities deemed appropriate.

**Unclassified Students:** Unclassified students are defined as those students not enrolled in a specific undergraduate or graduate degree program. Federal Regulations specify that financial aid cannot be awarded to unclassified students.

**Confidentiality and the Release of Information:** In keeping with the Rights and Privacy Act, as amended, regarding the confidentiality of student records, the Finan-

cial Aid Office will release information about the financial status of a student to those parties within the University concerned with the financial welfare as related to the student's attendance at ISU. Thus, certain inquiries from off-campus agencies, landlords, etc. will be answered by Financial Aid staff only if the student requests that this information be given to specific individuals or agencies by signing a 'Consent to Release Information' form available in the Financial Aid Office. To protect the confidentiality of the student's records, the Financial Aid Office will request proper identification in person before releasing any information concerning the financial aid status.

Parents or anyone other than the student will not be given specific information concerning a student's financial status. Students are encouraged to check on all records concerning their financial aid.

#### FEDERAL GRANTS AND BENEFITS

**Supplemental Educational Opportunity Grants (SEOG):** This program provides grants for undergraduates with exceptional financial need. Awards may range from \$200 to \$2,000; however, funding limitations restrict the average award at ISU to \$700 per academic year. Students interested in applying for an SEOG for the 1985-86 academic year should refer to the Application Procedures.

**Pell Grant, formerly Basic Grant or BEOG:** This program provides federal financial assistance in the form of grants to undergraduate students demonstrating need for such assistance. Refer to the Application Procedure to be considered for a Pell Grant at ISU. Students will receive a Student Aid Report (SAR) approximately six weeks after application. Students should review all copies of the SAR. If they are complete and accurate, **all copies of the SAR should then be submitted immediately to the ISU Financial Aid Office** where the amount of the Pell Grant will be determined. A photocopy of this report should be retained for the applicant's own records.

**Department of Rehabilitation Services:** Under Public Law 113, the federal and state governments jointly provide rehabilitation services to any disabled individual to enable the person to engage in a remunerative occupation. These services may include a financial grant that covers all or part of the tuition and fees and/or the student's maintenance costs. For detailed information and assistance in making application for State Rehabilitation Services Assistance, write to the Department of Rehabilitation Services, 623 E. Adams Street, P.O. Box 1587, Springfield, Illinois 62706.

**Veterans G.I. Bill:** Benefits are available until ten years after the date of discharge for any veteran of the Army, Navy, Marine Corps, Air Force, or Coast Guard who was not dishonorably discharged and who (1) served continuously on active duty for at least 181 days ending after January 31, 1955, but before January 1, 1977, or (2) served less than 181 days, if active duty was ended by a service-connected disability, or (3) serves presently in the Armed Forces, with at least 181 days active duty. Benefits will be paid a maximum of forty-five months. Veterans who first entered active duty after December 31, 1976, must have contributed to the education fund to be eligible for a maximum of thirty-six months of benefits. Contact the ISU Veteran's Affairs Office for details.

**Survivors' and Dependents' G.I. Bill:** Children and spouses or survivors of veterans whose deaths or permanent total disabilities were service-connected in the Armed Forces after the beginning of the Spanish-American War may be eligible for benefits. Children of servicemen or servicewomen missing in action or prisoners of war for more than 90 days are also eligible. Assistance is available

to eligible children during the period that begins on the date of the eighteenth birthday or successful completion of high school, whichever comes first, and ends on reaching the twenty-sixth birthday.

**National Guard Scholarship:** Any enlisted person actively serving in either the Illinois Army or Air National Guard or Illinois Naval Militia and who meets the following requirements may participate in the College Scholarship Program. Other qualifications include: (1) Must possess all necessary college or university entrance requirements. (2) Must apply to the Illinois State Scholarship Commission (ISSC) for the scholarship and supply proper proof of eligibility. Eligible applicants will receive an entitlement card that is to be presented to the institution for authorization of tuition and fees covered under this program. (3) If applicant ceases to be a member of the Illinois National Guard or Naval Militia, the educational benefits will be terminated as of the militia termination date. Contact the Financial Aid Office for further information.

## STATE SCHOLARSHIPS AND GRANTS

A student awarded a State Scholarship who does not plan to attend during consecutive semesters may need a leave of absence and should contact the Financial Aid Office for further instructions. State Military Scholarships may be used by students enrolled for classes on or off-campus; other State Scholarships may be used only by persons enrolled on-campus.

**Illinois State Scholarship Commission (ISSC) Monetary Award Program:** The Illinois State Scholarship Commission Monetary Award Program awards tuition and fee grants to undergraduate students based on financial need. The applicant must be a United States citizen or a permanent resident of the United States and a resident of the State of Illinois, as determined by the legal residence of the parent(s) or legal guardian(s).

Applicants for the Illinois State Scholarship Commission Monetary Award (ISSC) must check the question concerning release of information to the state agency as "yes" on the need analysis form they complete (Refer to Application Procedures).

**Illinois Veterans Scholarship:** A veteran who was a resident of Illinois both before and after one year or more of active duty, and received other than dishonorable discharge may qualify for the Illinois Military Scholarship which pays tuition and some fees.

However, two restrictions which effect new applicants have recently been added to the Illinois Veterans Scholarship. They do not affect veterans who have previously used it.

1. New applicants (i.e., those applying after September 16, 1981) who were discharged from active duty after May 7, 1974, will not be eligible for the scholarship.
2. New applicants who were discharged on or before May 7, 1975, will not be able to use the scholarship to pay for their activity fees; it can be used for tuition only.

All veterans applying for the IVS must submit a photocopy of their DD214 to the Office of Veterans Affairs, Room 211B Hovey Hall. Please contact the Veterans Office if you have further concerns.

**State Special Education Scholarships:** The State Special Education Scholarships are made available by legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. To be eligible, a student must be in the upper half of his or her high school graduating class. The scholarship is valid for not more than four years of attendance within a six-year period. This scholarship car-

ries an obligation to teach in Illinois two of five years following graduation. If this obligation is not fulfilled, the total amount received must be repaid to the State of Illinois, with interest at the rate of five percent. Interested persons should contact the Superintendent of their Regional Office of Education about this scholarship which covers tuition and activity fees for each semester and summer session.

**General Assembly Scholarships:** General Assembly Scholarships that cover tuition and activity fee charges are usually awarded one year at a time. Interested students should contact their State Representative or Senator. A competitive examination may be given to determine eligibility. The student must be a resident of the district from which he or she hopes to obtain the scholarship.

**Regents' Tuition Waivers:** Except in intercollegiate athletics and the International Studies program, undergraduate tuition waivers are used to recruit academically talented students. To the extent possible, financial need is considered in the award of all undergraduate tuition waivers.

## UNIVERSITY SCHOLARSHIPS

When funds are available, these scholarships are awarded on the basis of financial need or academic achievement. They are generally restricted to students earning a grade point average of 3.00 or above. Talent scholarships in such areas as speech, music, theatre, and athletics are available through individual departments. Competitive academic scholarships (Foundation Alumni Distinguished Scholarships and National Merit Scholarships) are administered by the Office of Admissions and Records. Further information concerning specific University scholarships may be obtained by contacting the Assistant Dean of Undergraduate Instruction, Hovey 404.

## PRIVATE SCHOLARSHIPS

Approximately 200 private agencies award private scholarships to ISU students annually. These agencies include clubs, foundations, organizations, corporations, and churches. Requirements are determined by the donor and are usually based on academic achievement. Students should contact their local area clubs and organizations for application.

## LOAN PROGRAMS

**Parent Loan for Undergraduate Students (PLUS) and Auxiliary Loan to Assist Students (ALAS):** The Education Amendments of 1980 authorize the federal government to insure loans made to parents of undergraduate students. The program was later amended to include independent undergraduate and graduate students. The interest rate is 12% and repayment begins 60 days from disbursement of funds. Students and parents can borrow no more than the student budget minus other financial assistance. Loan limits are as follows:

- \$3,000 per academic year; \$15,000 aggregate maximum for parents of undergraduate students.
- \$3,000 per academic year; \$15,000 aggregate maximum in addition to GSL limits, for graduate students.
- \$2,500 per academic year; \$12,500 aggregate maximum including GSL limits, for independent undergraduate students.

Applications can be obtained from participating lenders.

**National Direct Student Loan (NDSL) Program:** Loans through this program are based on financial need and awarded by the Financial Aid Office. The need is calculated through an analysis formula approved by the federal government. Students are required to follow appropriate application instructions. A student may be awarded up to \$1,000 per academic year, not exceeding \$3,000 up to the

junior year, and not more than \$6,000 as an undergraduate. Repayment begins 6 months following graduation or after the student ceases to be at least a half-time student. The interest rate of 5 percent is paid by the government while the student is in school; upon repayment, the interest is paid by the borrower.

**Guaranteed Student Loan Program (GSL):** Partial applications for this program are available from participating banks, credit unions, and savings and loan associations. Students are encouraged to contact hometown lending institutions. ISU students must also complete the applications described under application procedures.

**Loan Limits:** Undergraduate students may borrow up to \$2,500 per class level, not to exceed a maximum of \$12,000. The Illinois Guarantee Agency allows students to borrow more than once at the same class level once during their college career.

**Class Level:** Class levels are categorized as follows: 0-29 hours, Freshman; 30-59 hours, Sophomore; 60-89 hours, Junior; 90-120 hours, Senior.

**GSL Need-Based Program:** As a result of the Postsecondary Student Assistance Amendments of 1981, effective October 1, 1981, the Guaranteed Loan Program became a need-based financial aid program. Under new legislation, income information is required from each applicant's family.

**Insurance and Origination Fees:** Changes prior to October 1, 1981, enacted additional fees to the initial disbursement of Guaranteed Loans. The Guarantee Agency of Illinois now requires a 0.5% insurance premium per annum for all loans made after July 1, 1984. Legislation passed in August, 1981, requires a 5% origination fee be taken from the originally approved loan amount.

**Repayment:** Repayment provisions are outlined on the student promissory note. The note should be read carefully since provisions differ depending on the date the note was executed. Borrowers with loans prior to January 1, 1981, may continue to borrow at a 7 % rate. Borrowers whose initial applications were made after January 1, 1981, pay a 9 % rate. First-time borrowers starting school on or after September 13, 1983, pay an 8 % rate.

## STUDENT EMPLOYMENT

For those on the ISU student payroll, the hourly rates range from \$3.35 to \$4.00. This pay range is subject to change by action of the State of Illinois or Illinois State University. Students enrolled for six or more semester hours may work part-time at Illinois State University. Eligible student employees usually work ten to twenty hours per week while classes are in session.

**College Work-Study Program:** This federally-sponsored program enables students with demonstrated financial need to earn a portion of their expenses while they are enrolled at Illinois State. Refer to the Application Procedures to be considered for College Work-Study. The federal government pays eighty percent of a Work-Study student's earnings, while the employer pays the balance. A student employed 10-20 hours per week can usually expect to earn between \$1,000 and \$2,100 a year. Work-Study students may find jobs on-campus (food service, library, Bone Student Center, department offices) or in nonprofit off-campus agencies (working for hospitals, youth centers, counties, cities, elementary or secondary schools). Work-Study positions are posted on job boards located outside the Financial Aid Office in Hovey Hall.

Students go directly to the employer for an interview and, if hired, must complete state and federal withholding tax forms in the Payroll Office in 101 Hovey Hall. Work-Study employers must also complete and return a Student Em-

ployment Form for all students hired. Students are not permitted to earn more than their Work-Study eligibility as determined by Federal regulations.

**Regular Student Employment:** Those students who desire to work on or off-campus and who have not been awarded Supplemental Educational Opportunity Grant (SEOG), National Direct Student Loan (NDSL), or College Work-Study funds are eligible for part-time employment positions on or off-campus. The Financial Aid Office has information on such employment opportunities posted on referral boards located outside 207 Hovey Hall.

**Financial Aid Check Distribution Information:** Financial aid checks are distributed throughout the academic year. The schedule of check distribution dates is given in the Financial Aid Information Guide and is posted on the bulletin board outside 211 Hovey Hall. Please note that only loan checks are available the first day of classes. Students should have some cash to buy books and supplies. Before any campus-based aid (NDSL, SEOG) checks will be written, a student must have received and returned a signed award letter to the Financial Aid Office. Two to four weeks is required for the returned award letter to be processed.

A Pell check will be written only after all three pages of a Student Aid Report (SAR) have been submitted to the Financial Aid Office while student is enrolled, and all discrepancies have been cleared. GSL checks will be made available as notifications and money are received by the Financial Aid Office. To claim a check in person, the student must present an ISU ID card and either a valid activity card or drivers license at the Check Distribution Center. The Check Distribution Center is Hovey 106. Students who cannot pick up their aid checks in Hovey Hall because of student teaching, studying abroad, illness, etc, should write a request to the Cashier's and Collection's Office, indicating their name, social security number, and the specific address to which the check is to be mailed.

## VETERANS SERVICES

211B Hovey, (309) 438-2181

The Office of Veterans Affairs advises veterans and their dependents on matters relating to benefits and payments. Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans Administration. A student seeking such benefits should contact the Veterans Affairs Office.

## Campus Living: Accommodations and Policies

### OFFICE OF RESIDENTIAL LIFE

Fell Hall Annex, (309) 438-8611

#### RESIDENCE HALLS

The University owns and operates 15 residence halls, providing living accommodations for approximately 8,000 students. These facilities include spaces accessible to handicapped students. The residence halls have been designed to provide not only basic living requirements, but also counseling, advising, educational, and recreational programs. The University regards residence hall living as an important part of University life and requires that certain students reside in the residence halls as a condition of enrollment.

Professional staff, aided by undergraduate Resident Assis-

tants, are responsible for educational programs, policies, and facilities within the residence halls.

Room assignments are made after consideration of each student's preference, not only of location, but also of living style. Arrangements may be made to spread residence hall payments over a period of time to aid in budgeting for an academic year.

The room and board rate in the residence halls for the 1984-85 academic year is \$2,190 for multiple occupancy and 18 meals per week. The University has recommended to the Board of Regents that the yearly rate be increased by \$52.00 which, if approved by the Board at its March, 1985 meeting, would result in a 1985-86 rate of \$2,242. A limited number of single rooms are available for an additional cost of \$200 per semester. For students selecting a 15-meal contract without weekend meals, there is a reduction of \$15 per semester from the basic contract. A \$50 security deposit is required which is retained until the final period of occupancy; additionally, a \$25 application and processing fee is assessed. Students are expected to furnish linens, towels, blankets, pillows, bedspreads, and waste baskets.

**On-Campus Housing Policies:** Entering freshmen who have not previously attended this University must reside in University-operated residence halls for their first four (4) semesters. Students transferring to this University as sophomores (as classified by the Office of Admissions) must reside in University-operated residence halls for their first two (2) semesters. These regulations are applicable to all students registered for twelve (12) or more semester hours insofar as space is available in University residence halls. Residence hall living for two summer sessions is equivalent to one semester. Each exempted semester counts toward the requirement.

The University may make exemptions for certain categories of students based upon guidelines related to marital status, proximity of home to campus, age, and other pertinent factors. Special consideration will also be given to applications for exemption, received prior to August 1, from sophomore students who are members of fraternities or sororities and who will be residing in that organization's house. If students wish to appeal a decision concerning their petition for an exemption to the On-Campus Housing Policy, they may obtain information on the appeals procedure from the Office of Residential Life.

**Off-Campus Housing:** Illinois State University has discontinued its classification of any off-campus housing as being approved by the University. The University does not participate in housing contracts issued to students renting space in private housing and does not participate in the inspection of any off-campus housing.

#### APARTMENT LIVING

Two apartment complexes provide residents with an environment conducive to both personal and academic growth. Qualifying upperclass students and all married, family, and graduate students are eligible to reside in these units. There are 292 unfurnished apartments in the two complexes, Cardinal Court and 300 Shelbourne Drive, offering residents a quiet environment, community atmosphere, excellent maintenance service, spacious grounds, and good proximity to academic buildings. Rental rates for the 1984-85 year range from \$140 to \$210 per month. The University has recommended to the Board of Regents that the monthly rate be increased for some apartments by \$5.00 which, if approved by the Board at its March, 1985 meeting, would result in a 1985-86 rate range of \$140 to \$215. Water and cable television service are provided by the University; all other utilities are paid by the resident. A \$150 security

deposit is required and is held until after occupancy is terminated.

For additional information and an application contact the Office of Residential Life.

## Academic Support Services

### ACADEMIC ADVISEMENT CENTER

210 Julian Hall, (309) 438-7604

Undergraduates with fewer than forty-five semester hours, General and Unclassified Students, and Pre-business students (students interested in a business program but not yet formally accepted as declared majors in the College of Business) are assigned to the Academic Advisement Center. Academic advisers assist students in long and short range academic and career planning, provide information regarding University curricula and academic policies, work with students experiencing academic difficulty, refer students to other University services, and assist students in the selection of classes. Each summer, entering students receive academic advisement through the Center as part of Preview ISU. Once students with declared majors have earned 45 hours, they are assigned a faculty adviser in their major field.

Students are responsible for meeting the requirements of the degree(s) they are pursuing. These requirements are stated in the undergraduate catalog under which a student is admitted (or readmitted). In planning a degree program, students are expected to consult the catalog and to raise any questions with appropriate University offices.

### MATHEMATICS ASSISTANCE CENTER

330 Stevenson, (309) 438-8781

The Mathematics Assistance Center provides diagnostic and supportive assistance to students enrolled in courses in mathematics and related disciplines. Intensive remedial assistance is not provided. Interested students and faculty should contact the Mathematics Department or the Assistant Dean for Undergraduate Instruction for more information.

### READING/STUDY SKILLS CENTER

210 Schroeder, (309) 438-7100

The Reading/Study Skills Center offers free, non-credit instruction in a variety of reading and study skills to ISU students. Mini-courses include speed reading, study skills (time management, text reading, note taking, test taking) and critical reading development in specific areas (psychology, sociology, economics). Individualized instruction is available on a short term basis in a variety of skills including vocabulary and spelling improvement. Intensive remedial instruction is not available. Interested students should come to the Reading/Study Skills Center to arrange appointments for assistance.

### WRITING CENTER

410 Stevenson, (309) 438-7766

The Writing Center offers tutorial assistance to students at all levels. A variety of services is available; intensive remedial assistance and proofreading, however, are not provided. Faculty may refer students by using the forms available in departmental offices, or students may seek assistance independently. Although some drop-in assistance is available, students are encouraged to schedule

appointments. Graduate students and faculty may consult the center's library of research and instructional materials for the teaching of writing. For specific questions about grammar, call the Grammar Hotline, (309) 438-2345.

## Counseling and Career Services

### COUNSELING CENTER

56 DeGarmo, (309) 438-3655

The Student Counseling Center at Illinois State University is responsible for meeting the psychological needs of ISU students. The Center provides the full-range of counseling services, including individual and group counseling, career and life planning, and services to students with special needs. The Center is staffed by professional psychologists and counselors who have received special training to help college students deal effectively with the many problems of university life. Counselors assist students in an unbiased, non-judgmental manner with a wide variety of personal concerns and problems (e.g., relationships, unwanted habits, life decisions, special and serious personal problems). A person may initiate contact with the Center by either calling or coming directly to the Center during working hours (8-4:30, Mon.-Fri.). The Center offers an afternoon walk-in counseling service from 1-4 p.m., through which students often make their first contact. Contacts with the Center are confidential and all services are free of charge. In addition to the above services, the Center also maintains a Career Center which is located adjacent to the Counseling Center. Career information is available at this Center, including a computerized vocational guidance system (DISCOVER) to assist students in making career decisions.

### CAREER COUNSELING

56 DeGarmo (309) 438-3655

Illinois State University offers numerous opportunities to help students clarify their career and vocational goals. Among the sources of help available is DISCOVER, a computerized guidance system, located in the Student Counseling Center. The goal of the DISCOVER system is to provide information to students about career opportunities consistent with their interests and values and to assist students in establishing career plans. In addition to services offered by the Student Counseling Center, the Academic Advisement Center, Placement Service, and High Potential Students/Student Academic Services Office continue to develop programs to assist all students in career choices. The Placement Service also maintains employment records of past graduates by major fields of study. Students are also encouraged to seek information about employment opportunities in their major field by consulting their department offices.

### PLACEMENT SERVICE

608 S. Main, (309) 438-5635

The Placement Service serves the University in many ways. It informs students and alumni of the University of available positions, instructs them in making effective applications, helps them to recognize and observe good professional procedures, and provides related information which will help them to secure good positions. The Placement Service also seeks to aid officials of schools, businesses, and governmental agencies to find qualified applicants for

positions. It informs students, faculty, and departments about present supply and demand trends.

## Health-Related Services

### STUDENT HEALTH PROGRAM

Medical Service: Fairchild Hall, Rachel Cooper Wing 211, (309) 438-8655

Student Insurance Office: Fairchild Hall, Rachel Cooper Wing 114, (309) 438-2515

The Student Health Program consists of two components: 1) the On-Campus Health Service (a medical clinic) and 2) a Student Health and Accident Insurance Plan that supplements services available through the Student Health Service. All students who register for 9 or more hours during the first and second semesters (6 or more hours during summer school) and all graduate assistants with a tuition waiver pay a separate Health Service and a Health Insurance Fee.

**On-Campus Student Health Service:** Payment of the **Health Service Fee** entitles the student to use services at the on-campus Student Health Center for the entire session. Students who register for less than 9 semester hours (less than 6 hours for summer school) have the option of paying the health fee within the first 15 calendar days of classes (7th day for summer school) or obtaining service on a 'pay-as-you-go' (fee-for-service) basis. Spring semester students and presession students who do not plan to attend summer classes (but who are registered for fall) may obtain prepaid summer health care if they pay the appropriate health fee by the 5th day of presession classes. Spouses of full-time enrolled students are eligible to use the services of the Health Center if they pay the health fee by above deadlines and have health insurance comparable to the ISU plan. All optional health fees are payable at the Student Health Center.

The Student Health Service is located in the Rachel Cooper wing of Fairchild Hall. It is staffed by physicians and registered nurses. Health care at the clinic is the same as that offered by most private general physicians. The services include a diagnostic laboratory, health education, x-ray, pharmacy, and infirmary. A registered nurse is on duty 24 hours during fall and spring semesters except for official University vacation periods.

Complicated illnesses or injuries requiring surgery or long term care will usually be referred to an outside physician. New students who have chronic medical conditions which require long term treatment such as diabetes, ulcerative colitis, or epilepsy, should retain the services of private physicians. The Health Service will be glad to cooperate, furnish supportive care, and assist the student's physician in the student's care if the private physician furnishes written findings and instructions. There are three hospitals and many competent medical specialists in the Normal-Bloomington area to handle such medical problems when required.

**Student Health and Accident Plan:** Payment of the **Health Insurance Fee** provides a health and accident insurance policy with world-wide coverage for the school session. The schedule of benefits includes services for hospital inpatient and outpatient use; including emergencies, surgical and anesthesia fees, doctor's charges for illnesses including mental illnesses, consultation expenses, and ambulance services. Some of the expenses are subject to deductibles and co-insurance; all payments under the plan are shared with other insurance the student may have.

Coverage for a student's qualified dependents may be

obtained at additional cost if an application is submitted to the Office of Student Insurance within the first 15 calendar days of each semester or upon acquisition of a new dependent. Dependent coverage must be purchased in advance to ensure first day coverage of newborn children. Student insurance coverage begins 48 hours before the first day of regularly scheduled classes each semester or summer session. This coverage is terminated on the first day of classes of the next regularly scheduled semester, presession, or summer session. Continuous year-round coverage is available if the student maintains University registration at 9 or more hours during the first and second semesters and applies for summer coverage at the Student Health Insurance Office by the last day of the spring semester. A conversion plan is available for students leaving the University.

Those students who have paid the ISU health insurance fee and produce evidence of equal or better coverage from another source may obtain an application for refund of the health insurance fee from the Student Health Insurance Office. Completed applications will be accepted at the Student Health Insurance Office during the first 15 calendar days of each semester (8 days of summer school).

The above information is a summary of benefits and enrollment procedures for students and dependents. For specific information about the ISU Student Health Insurance Plan, call or write the ISU Student Health Insurance Office.

## SERVICES FOR THE HANDICAPPED

207A Hovey (309) 438-7657

This office works with handicapped and disabled individuals to facilitate their successful integration into the University community as students, faculty, and staff. Handicapped or disabled refers to those individuals with sensory impairments, physical impairments, learning disabilities, emotional problems, drug abuse problems, spinal cord injury, cerebral palsy, arthritis, alcoholism, multiple sclerosis, spina bifida, cardio-vascular problems, asthma, epilepsy, sickle cell anemia, and many others.

Services provided include, but are not limited to: readers, interpreters, wheelchair pushers, tutors, brailleists, and note takers. The office maintains a list of persons interested in being employed as attendants. Handicapped students requiring an attendant are responsible for securing their own attendant. This office will meet with the handicapped student and attendant to draw up the necessary contract. The office assists the mobility-impaired with special needs regarding class registration and scheduling. Most services are provided by volunteers from the University and community. Persons interested in volunteering should contact the Office of Services for the Handicapped.

Handicapped students should make an early contact with the Office of Services for the Handicapped to facilitate their successful integration into the University community. All information regarding a person and his/her handicap is confidential. Students who have a handicap or disability are encouraged to contact the Coordinator of Services for the Handicapped, Hovey Hall 207, voice 309/438-5853 or TTY 309/438-8620 (Telephone for the Deaf).

## SPEECH AND HEARING CLINIC

Fairchild Hall 211, (309) 438-8641

Students having speech and hearing problems may receive evaluation and therapy at the Speech and Hearing Clinic, located in Fairchild Hall 211. The clinic also serves as a laboratory for students majoring in speech pathology and

audiology. Hearing services include hearing tests, lip reading, auditory training, and advice concerning hearing aids.

## Co-Curricular Opportunities and Services

### STUDENT LIFE AND PROGRAMS

146 Braden Auditorium, (309) 438-2151

The Student Life and Programs Office is primarily concerned with encouraging the total development of the student at Illinois State by coordinating and promoting educational, recreational, social, cultural, and entertainment programs that create opportunities for out-of-classroom interaction and individual growth. Through the office's professional staff and with the involvement of University faculty and staff, advisement and support is offered for all registered student organizations. The University recognizes the role organized activities serve in complementing the educational experience of students. Students are encouraged to participate in programs sponsored by the wide variety of organizations active on campus. Individual and group development is provided by means of a year-long, comprehensive series of workshops. The Office maintains a relationship with the social sororities and fraternities on campus as well as coordinates a variety of University-wide activities and performing events through involvement with the entertainment programming organizations. The coordination of the allocation for student activity fees is also performed by the office. A description of the many organizations and activities on campus is provided in the *Student Handbook*, available in many University offices including that of Student Life and Programs.

### STUDENT CLUBS, ORGANIZATIONS, AND ACTIVITIES

Students' academic interests are complemented by a wide variety of co-curricular activities available on campus. Many organizations offer students the opportunity for interaction and involvement. Students may demonstrate leadership, creativity, and initiative through active participation in the following student organizations and activities.

**Student Body Board of Directors:** The fulfillment of many student needs and interests can best be facilitated by other students. As the primary student organization representing all students, the Student Body Board of Directors promotes the concept of 'students helping students.' It is committed to serving, representing, and working for meaningful changes for students. Since all students are members of the Student Body, they are entitled to access to its services and are eligible for participation in its activities. The Student Body Board of Directors works to coordinate and provide 'student helping student' services designed to fill those needs which cannot be met within the University or community. The Student Body Board of Directors attempts to coordinate, focus, and relay student interests to those who make decisions on matters regarding those interests. In addition, the Student Body Board of Directors has the responsibility to take an active role in bringing about changes to improve the environment in which the student learns, works, lives and grows.

To fulfill these functions, the Student Body Board of Directors offers various services such as Students' Legal Services, Tenant Union, Consumer Affairs, Affirmative Action, Information and Research, Book Exchange, and Voter Registration. In addition, the Student Body Board of Directors coordinates elected representatives, staff members, student organizations, and volunteers, and appoints and nomi-

nates students for committee posts. It also monitors the student fee allocation process to ensure that those fees are used to achieve the maximum benefit for students. Liaison relationships are maintained with the Academic Senate, Illinois Student Association, the Board of Regents, the Student Advisory Committee to the Board of Higher Education, the Normal Town Council, and major student organizations.

**Association of Residence Halls:** All students living in the residence halls are members of the Association of Residence Halls (ARH). The organization provides effective student input into residence hall policy formation, staff selection, room and board rates, renovations, food service, and other topics that affect residence hall students. The ARH Assembly consists of representatives selected by the student government of the various residence halls, with officers chosen by a student election during the spring semester. Each member of the Assembly serves on one of seven standing committees including Policy Review, Services, Publicity, Long Range Planning, Food, Programming, and the Illinois State Alcohol Awareness Committee. Additionally, the Association has designated individuals to represent ARH on the Contract and Residency Review and the Room and Board Committees. All of the concerns, needs, and interests of residents are channeled through one of these committees.

ARH is involved with many activities, including task force trips to other Universities, and offers a wide range of programs and services. The ARH Program Board sponsors several social, educational, and cultural programs open to all residents. Some services provided by the ARH are Operation Identification, *What to Bring List* for freshmen, a Newsletter, winter storage for bicycles, and more. ARH is also affiliated with state, regional, and national organizations that have similar concerns.

If a student is interested in getting involved in ARH or would like to obtain further information, contact the ARH Office in Watterson Towers, North Tower, Formal Lounge Level (438-2015).

**Black Student Union:** The Black Student Union is responsible for developing and providing opportunities for Afro-American students to involve themselves in creating relevant cultural programs. It is further responsible for promoting positive identification, association, and relationship for Afro-American historical and contemporary culture. It provides an atmosphere conducive to the psychological and social needs of Afro-American students. The Black Student Union provides opportunities for the development of decision-making abilities and potential talents of students. The Black Student Union also provides a vehicle for students to understand their relationship to the total university community. Liaison relationships are maintained with the Student Affairs Office, Illinois Association of Black Students, and Midwest Association of Black Student Governments.

**Student Communication Media:** The *Vidette* newspaper is published daily by students to present important campus news and to reflect student life. Students interested in journalism can receive valuable experience in writing, makeup, and editing. The student editor appoints a staff of assistant editors and reporters. A faculty general manager supervises the publication.

WZND is a commercial AM/FM student-oriented radio station serving both the campus and the Bloomington-Normal community. Programs include locally produced news, sports, and public affairs, as well as ABC-FM national network affiliation. WZND is a campus organization with membership open to students interested in all phases of broadcasting.

**TV 10 News** is a nightly television news program telecast from the ISU studios and carried to the Bloomington-Normal community through the local television cable system. It is produced by the Office of Public Affairs and the Department of Information Sciences with professional direction. Students working on the program in news or technical positions may earn academic credit for their participation.

#### Types of Student Organizations:

- **Departmental:** Organizations in this category provide students an extra-curricular outlet to develop skills and learn of new developments in their particular major or minor field.
- **Entertainment:** These organizations provide a wide variety of programs for the student body such as concerts, movies, speakers, and theme weeks.
- **Ethnic:** These groups provide opportunities to explore cultural and social aspects of various ethnic backgrounds.
- **General Interest:** General interest groups offer students the opportunity to get involved in a wide variety of leisure activities that are not generally offered in any other category.
- **Honoraries:** These groups promote and reward scholastic excellence and deeper involvement in various academic areas.
- **Political Interest:** Involvement in politics-on campus as well as on the local, state, and national levels-is the intent of these groups.
- **Recreation Activities and Sport Clubs:** Through Campus Recreation and many clubs, opportunities are offered for participation in various recreational activities.
- **Religious:** Religious organizations offer students a spiritual as well as academic education in many denominations.
- **Residence Halls:** Governance of residence hall operations and promotion of cultural and social activities are two major areas represented by residence hall government groups.
- **Service:** These organizations provide service to the campus community and national charities through various philanthropic efforts.
- **Social Fraternities and Sororities:** These organizations promote the total educational development of the individual through the group concepts of brotherhood and sisterhood. All are local chapters of national organizations.

## CAMPUS RECREATION

210 N. Main, (309) 438-8333

The University provides an extensive Campus Recreation program consisting of five divisions. The **Informal Recreation Division** schedules and supervises open recreation hours for activities such as swimming, basketball, dancing and Nautilus weight training. The Classic Capers portion of the Informal division offers short non-credit classes such as sailing, bicycle repair and hot-air ballooning. A nominal fee is assessed to help finance instruction, rentals and materials. The **Intramural Sports Division** offers an action-packed schedule of competitive leagues and tournaments in over 40 individual, dual, and team sport activities. These activities are offered on a men's, women's and co-ed program basis and include such activities as basketball, card playing, football, road races, softball, tennis, and more. The **Outdoor Program Division** offers several activities/services including an Outdoor Equipment Rental Center; Outdoor Trips featuring such activities as canoeing, backpacking and rafting for a variety of skill levels; a Reference Library; a series of

Outdoor Workshops; and a Boat Concession at Evergreen Lake that rents sailboats, canoes, rowboats, and paddle-boats. ISU offers an 18 hole, par 70 **Golf Course** that is challenging to the advanced player, yet very enjoyable to the novice golfer. The Pro Shop is open daylight to dusk and offers a complete line of golfing apparel and equipment. In addition, Campus Recreation assists a variety of **Sports/Recreation Clubs** with program planning and budgeting.

## BONE STUDENT CENTER/BRADEN AUDITORIUM

Information (309) 438-2222

Bone Student Center provides facilities, programs and services, primarily for students, which complement the educational goals of the University. Included within the Center are a McDonald's and other restaurants, a book-store and other merchandising centers, photo copying and word processing, banking and check cashing, lounge areas and multi-purpose rooms for student activities and

programs. Adjacent to the Center are a Bowling and Billiard Center and a 500-space parking lot. Braden Auditorium seats 3,457 on three levels. It is an academic and public service facility and an entertainment center for the University and the community.

## Student Discipline and Grievance Procedure

### STUDENT JUDICIAL OFFICE

Julian 117, (309) 438-8621

The Student Judicial Office provides administrative support for the Student Code Enforcement and Review Board (SCERB). SCERB is responsible for the review and enforcement of student regulations and the review of student grievances. For further information concerning student rights and responsibilities and SCERB, consult the *Student Handbook*, available through the Office of the Student Life and Programs in 146 Braden or the Student Judicial Office in Julian Hall.





# ACADEMIC POLICIES AND OPPORTUNITIES

## Academic Policies and Requirements

The University reserves the right to revise Academic Policies and Procedures as deemed appropriate. Changes in this catalog affect all students, unless otherwise noted, and take effect May 13, 1985.

### University Grading System

**Course Grades:** Instructors assign a grade in each course for which the student is registered. The course instructor is responsible for correcting any error in grading. The grade point equivalents are 4 for A, 3 for B, 2 for C, 1 for D, and 0 for all other grades. The 0 value of F and WF are computed in the student's grade point average. The 0 value of grades I, AU, CR, CT, NC, WX, and WP are not computed in the student's grade point average. University grades assigned undergraduate courses are:

|    |  |
|----|--|
| A  | Excellent  |
| B  | Good   |
| C  | Satisfactory   |
| D  | Poor, But Passing  |
| F  | Failing. Assigned to students who are 1) enrolled in a course all semester but fail to earn a passing grade, or who 2) stop attending a class without withdrawing officially   |
| I  | Incomplete   |
| AU | Audit  |
| CR | Credit. Assigned to students who do satisfactory work in a course which is offered on a Credit/ No Credit basis only   |
| CT | Credit. Assigned to students who earn an A, B, or C grade in a course which they have elected to take under the Credit/No Credit option  |
| NC | No Credit. Assigned to students who 1) do not do satisfactory work in a course which is offered on a Credit/No Credit basis only and to students 2) who do not earn an A, B, or C grade in a course which they have elected to take under the Credit/ No Credit option |
| WX | Withdrawal. Assigned to students who officially withdraw from a course before the quality of work can be determined and before the dates specified in the withdrawal policy  |
| WP | Withdrawal Passing. Assigned to students who officially withdraw from a course and who are doing satisfactory work at the time of withdrawal   |
| WF | Withdrawal Failing. Assigned to students who officially withdraw from a course and who are not doing satisfactory work at the time of withdrawal   |

**Incompletes:** An incomplete (I) will be assigned to a student who is doing passing work but finds it impossible, because of reasons beyond his or her control, such as illness, to complete the required work by the end of the term. The student must have attended class to within three weeks of the close of the semester or to within one week of the close of the summer session.

The instructor may specify the time by which the required work must be completed, which may be no later than the final class day of the corresponding term of the following academic year. For graduating students, incompletes must be removed at least six weeks before spring commencement or two weeks before August graduation. **Students may not graduate with incompletes on their record.**

When the incomplete is assigned, the student, faculty member, and the department chair must sign an incomplete removal form. The form will specify the date by which the work must be completed, the default grade (A, B, C, D or F) which will be assigned if the work is not completed by the specified date, and the nature of the required work. If the instructor fails to file the appropriate grade change by the specified date, the incomplete will lapse to the default grade specified.

Exceptions to this policy may be granted by the Assistant Dean of Undergraduate Instruction.

**Auditors:** An auditor does not participate in the activity of the class, but is expected to attend regularly. A student may register as an auditor in a class or classes if space is available. An Audit (AU) designation will appear on the student's transcript when the instructor certifies that the student has attended the class on a regular basis. If the student has not attended regularly, a WX will be recorded on the transcript after the instructor has notified the Office of Admissions and Records that the student has not attended regularly. To audit, a student must obtain an Auditor's permit from the Registration office, have the instructor sign it, and present the form at registration. Students must register to audit a course by the tenth day of classes in the semester; with any exception having the approval of the department chair in which the course is offered and the Assistant Dean of Undergraduate Instruction. The auditor fee is shown in the section on costs. Students who are registered for 12 or more hours for credit may audit courses without additional fees. Audited courses are considered part of the student's total load.

**Credit/No Credit Courses:** Certain courses in the University are offered on a Credit/No Credit basis only. For these courses, students receive a grade of CR (credit) or NC (no credit). The offering of a particular course on a Credit/ No Credit basis only must be approved in advance by the Provost.

**Credit/No Credit Student Option (commonly called Pass-Fail):** An undergraduate student (except a first semester freshman) who is not on scholastic probation may choose to register in some courses under an option that allows the student to be graded on the basis of CT (Credit) or NC (No Credit) rather than on the basis of A, B, C, D, or F grades.

This Credit/No Credit option is designed to encourage students to enroll in courses they otherwise would not take. Some courses, therefore, including those in a student's major or minor, may not be taken on the Credit/No Credit option. Exceptions include courses in the student's major or minor field which are offered on a Credit/No Credit basis only. No more than 6 semester hours of work under the

Credit/No Credit option may be taken each semester, with a maximum of 25 semester hours under the Credit/No Credit option presented for graduation. Although an entry of CT (credit earned under the option) or NC (no credit earned under the option) will be entered on the student's record, these entries are not used in computing the student's grade point average.

**Students who plan to enter graduate or professional schools should exercise caution in taking courses under the Credit/No Credit option, because courses completed on a pass-fail basis may adversely effect graduate admission opportunities. Such students should consult their academic adviser prior to taking courses on a pass-fail basis.**

A grade of CT is recorded when the grade submitted by the instructor is A, B, or C. A grade of NC is recorded when the grade submitted by the instructor is D or F.

A student electing the Credit/No Credit option should do so as part of the regular registration process. In no case may a student elect the option later than the tenth day of classes in the semester. Students who have elected the Credit/No Credit option may return to the letter basis of grading before the last date for withdrawing from a course, as specified in the *Class Registration Directory*.

## Course Registration and Withdrawal Policies

**Withdrawal Policy: Dropping a Course or Courses.** The following policy applies when a student drops a course or courses, but not all courses. **Students are advised strongly to complete courses in which they are enrolled and not to withdraw from courses after the program change period unless absolutely necessary.** A student may withdraw from a course during the program change period (consult the *Class Registration Directory* for specific dates) without the withdrawal being indicated on the transcript. After the tenth day of classes but before the end of the sixth week of classes of the semester, the student withdraws from a class by reporting to the Registration Office. A withdrawal form will be completed, signed by the student, and the instructor will be notified of the withdrawal. **The student should keep a copy of this form.** After the sixth week of classes in the semester, a student must meet with the instructor of the course/s from which he or she is planning to withdraw, have a withdrawal form signed by the instructor, **and file the signed withdrawal form with the Registration Office within 24 hours.**

After the tenth day of classes, a student may officially withdraw from a course with a grade of WX at any time before the end of the sixth week of classes of the semester (before the end of the third week of classes of an eight-week course and before a proportionate time in a pre-session or other short course). Between the start of the seventh week and the end of the thirteenth class week (before the end of the sixth week of classes of an eight-week course and before a proportionate time in a pre-session or other short course), a student may officially withdraw from a course with a grade of WX, WP, or WF as assigned by the instructor. WX is given if the student withdraws before the quality of work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if the student is failing. A grade of WF is considered a failing grade in computing the student's grade point average. A student should consult the *Class Registration Directory* and *Summer Sessions Schedule* for the specific withdrawal dates of a given term. Upon the written recommendation of a licensed physician or a clinical psychologist, a student may be granted permission to officially withdraw from a course

for medical reasons at a later time than the dates specified. A grade of F will be given to students who 1) withdraw from a course unofficially by not filing a signed withdrawal slip with the Registration Office, who 2) register for a course but do not complete course requirements, or who 3) withdraw from a course after the thirteenth week of classes (or comparable date specified above).

In unusual cases, exceptions may be granted by the Assistant Dean of Undergraduate Instruction.

**Withdrawal Policy: Dropping all Courses:** The following policy applies when a student drops all courses in which he or she is enrolled, which is known as *withdrawal from the University*. **Students are advised strongly to complete courses in which they are enrolled and not to withdraw from the University unless absolutely necessary.** Before the end of thirty (30) calendar days after the first regularly scheduled class day, a student reports to the Office of Admissions and Records to withdraw from the University. After that date, students contemplating withdrawal from the University must meet with the Assistant Dean of Undergraduate Instruction.

If a student's written request to withdraw from the University is granted by the Assistant Dean of Undergraduate Instruction, all grades will be assigned in the same manner and under the same provisions as the regular course withdrawal policy except that the student is not required to contact his or her instructors. Instead, the instructor of each course assigns a WP, WF, WX or letter grade as appropriate depending on the date and circumstances of withdrawal. If medical or other reasons make it impossible for the student to follow the usual procedures, a letter requesting withdrawal that explains the situation, with appropriate verification and the student's signature, will be sufficient. Whether in person or by mail, the withdrawal is processed by the Assistant Dean of Undergraduate Instruction. Withdrawals made by mail are addressed to the Assistant Dean of Undergraduate Instruction, Illinois State University, Normal, Illinois 61761.

Regardless of the circumstances of withdrawal, the student is responsible for returning any laboratory equipment and library materials. The student will pay for any parking fines and remove the parking decal from any registered vehicle. The student will contact the Office of Residential Life to obtain clearance from room and board obligations and to arrange for vacating the residence hall room. The student should arrange with the Financial Aid Office to place any scholarship on leave or cancel it and make arrangements for future financial assistance. Arrangements for payment of loans must be made in the Bursar's Office.

A grade of F will be given to students who 1) do not attend their courses but fail to withdraw from the University before the specified final withdrawal date and to students who 2) register for a course but do not complete course requirements. In unusual cases, exceptions may be granted by the Assistant Dean of Undergraduate Instruction.

**Repetition of Courses Policy:** A student may repeat a course only once; that is, if a student completes a course, **or drops a course after the tenth-day of classes** receiving a grade of WX or WP or WF, he or she may enroll officially in that course one additional time, and the repetition must occur at Illinois State University.

When a course that is acceptable toward graduation has been repeated, both the original and the subsequent grade (A,B,C,D,F, WF) are included in the student's grade point average. **The original grade will not be removed from the student's transcript and the credit hours will count only once toward meeting minimum hourly requirements for graduation.** Students who wish to repeat a course must do

so at Illinois State University; courses taken at another college or university may not be used to repeat Illinois State University courses.

**Course Load Policy:** A full-time undergraduate student carries between 12 and 17 hours. A student may carry a maximum of 17 hours each semester. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the chair of his or her major department. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during his or her first semester.

**Note:** First-term freshmen with ACT composite scores of 16 or lower (or comparable SAT scores) and students on academic probation may not carry more than 14 credits. Students who are employed more than 15 hours per week should consider reducing their course load corresponding-ly.

A student must have the permission of the Assistant Dean of Undergraduate Instruction to take any classes, including extension or correspondence, at another college or university with concurrent registration at Illinois State University.

**Class Attendance Policy:** The attendance policy of the University is based on two principles: first, students are expected to attend class regularly; and second, students are primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

The University will accommodate, within reason, students in circumstances where a religious observance requires absence from class. Students who are unable to attend class or take examinations for religious reasons should consult their instructors in advance about alternative arrangements.

**Class Registration Changes:** Detailed instructions for registration for courses are published each semester in the *Class Registration Directory*. There are two ways of registering for courses for the fall or spring semesters: (1) advanced registration, which is conducted during the preceding semester, and (2) the registration period provided just before the start of classes each semester. Students are encouraged to register during the advanced registration period because of the wider selection of courses open to them at that time. New freshmen and transfer students may register during Summer Preview and are encouraged to do so because of the wider selection of courses open to them at that time, or they may register just before the opening of the semester.

A student who is already registered for a particular semester and desires to change his or her program before the deadline for doing so should follow the instructions in the *Class Registration Directory*.

## Academic Requirements

**Class Standing:** Students in a bachelor's degree program are classified as freshmen, sophomores, juniors, and seniors. A student must have completed 30 semester hours to be classified as a sophomore, 60 hours to be classified as a junior, and 90 hours to be classified as a senior. Students not working toward a degree at Illinois State are listed as Unclassified Students.

**Major Field or Fields of Study:** Students may select a major field of study at the time of admission unless the field they choose has special admissions standards. Students

who are undecided about a major field are classified as General Students and are encouraged to select a major field of study as soon as possible. The major and minor fields of study available at Illinois State are described later in the Catalog.

A student may complete the requirements for two majors, both of which will be identified on the student's transcript. When a student double majors, the student indicates only one major for purposes of registration. The second major is indicated by the student to the Office of Admissions and Records when he or she submits the Application for a Bachelor's Degree.

Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, and second minor.

**Change of Major:** A student wishing to enter a major or change majors reports to the Office of Admissions and Records. To enter a given major field, a student must consult the chair at the department offering the major and obtain signed approval. In some areas, entering majors may be restricted by enrollment capacity or other limitations. Students should consult the major program descriptions for any admission requirements to a particular major.

**Dismissal from Major:** A student who is placed on academic probation for a second or subsequent time will be dropped automatically from his or her major. Also, students who fail to maintain the specific grade point average required by their major may be dismissed from that major. The student dropped from the major will be classified as a General Student and will receive academic advisement from the Academic Advisement Center. In order to become a major in a department after being dropped, a change of major form must be completed and the student must be accepted by the department in which he or she desires to be a major.

**Minor Field or Fields of Study:** Students often elect a minor field of study. A student may elect to complete the requirements for two minors, both of which will be identified on the student's transcript. There are no special procedures for admission to most minor programs, but students are encouraged to consult with the academic department(s) in which they are minoring for advisement. Students indicate minors to the Office of Admissions and Records at Registration or when he/she applies for the Bachelor's degree. Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, and second minor.

**Grade Point Average:** In order to be eligible for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State University for which grades of A, B, C, D, F, or WF are assigned. Failures are considered in the total number of semester hours taken in computing the grade point average. The table below illustrates the counting of grade points to determine the GPA (Grade Point Average).

| Grade Course | Grade | Sem. Hrs. Enrolled | Sem. Hrs. Earned | Sem. Hrs. For GPA | Grade Points |
|--------------|-------|--------------------|------------------|-------------------|--------------|
| POS 105      | D     | 3                  | 3                | 3                 | 3            |
| BSC 145      | CT    | 2                  | 2                | 0                 | 0            |
| COM 110      | A     | 3                  | 3                | 3                 | 12           |
| MUS 139      | I     | 1                  | 0                | 0                 | 0            |
| CHE 102      | B     | 3                  | 3                | 3                 | 9            |
| HPR 130      | WX    | 1                  | 0                | 0                 | 0            |
| HIS 135      | WF    | 3                  | 0                | 3                 | 0            |
| THE 150      | NC    | 1                  | 0                | 0                 | 0            |
|              |       | 17                 | 11               | 12                | 24           |

The grade point average is computed by dividing grade points earned by semester hours counted for G.P.A. In the

case above, a GPA of 2.0 is calculated by dividing 24 (total grade points) by 12 (semester hours for GPA). Grades of WX, WP, CT, CR, I, and NC do not affect the grade point average. WF grades are counted as equivalent to F grades.

**Academic Good Standing:** To maintain academic good standing, a student must achieve a minimum cumulative GPA of 1.8 if he or she has completed less than 31 semester hours, and a minimum cumulative GPA of 2.0 if he or she has completed 31 semester hours or more. The number of **semester hours completed** includes all college work done by the student. However, **only the grades earned at ISU** are used in computing the GPA.

Satisfactory progress for financial aid purposes is described on page 15.

**Academic Probation:** Students who fail to meet the above requirements are placed on academic probation for the following term. Information about the probation regulations or a student's own probation status may be secured from the Assistant Dean of Undergraduate Instruction.

**Academic Dismissal:** At the end of any term when a student goes on probation a second or subsequent time, he or she is automatically dismissed from the University.

**Academic Reinstatement:** Students dismissed from the University may petition the Reinstatement Committee for permission to continue. Applications for reinstatement are available from the Assistant Dean of Undergraduate Instruction, Hovey 404.

A student denied reinstatement should expect to remain out of school for at least one calendar year before the Reinstatement Committee will act on a request for reinstatement. When brought to the attention of the Committee, an error in the record or new evidence of academic capability (for example, excellent grades achieved in a semester's work at another school) will result in a review of the student's case. Repeated failures to do satisfactory work may result in **permanent exclusion** from the University.

**New Start Policy:** Students who left ISU with less than a 2.0 GPA may return and begin with a new grade-point average calculated from the point of their reentry in three limited situations:

1. **Adult Learner Option:** Former ISU students at least 25 years of age may reenroll through this program as general students. If they have attended any college (including ISU) in the three calendar years preceding enrollment at ISU, they must have achieved at least a 2.0 average for that college work attempted. Transfer credit will be evaluated and appropriately awarded, and a new ISU GPA will be calculated from the time of admission to the adult learner program.
2. **Veteran's Option:** Students who complete at least a one-year tour of duty and present a discharge for reasons other than dishonorable, and whose first attendance at a college or university after discharge is at ISU, are admitted. Students who are veterans may reenter ISU as general students. A cumulative GPA will be calculated from the point of admission to the veteran's program.
3. **Community College Transfer Option:** Former ISU students who earned 60 or fewer hours at ISU prior to enrolling at a community college and who subsequently earn at least 30 hours **and** a currently accepted associate degree from a community college with at least a 2.0 average may reenter as a general student. The cumulative GPA will be calculated from the point of readmission. Transfer credit will be evaluated and appropriately awarded.

A student may exercise the New Start option only once. Such students will have 'New Start' indicated on their transcript. New Start will affect only the cumulative GPA. All grades earned at ISU, regardless of when earned, will be used in the calculation of the major GPA, the minor GPA,

and graduation honors. To be eligible for graduation, a student must earn at least 30 hours at ISU after exercising this option.

## Undergraduate Degree Requirements

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees. When applying for graduation, the student indicates the specific degree desired which he or she is qualified to receive. Other requirements are specified for each degree below.

**Bachelor of Arts (B.A.) Degree:** University Studies requirements; General requirements for graduation; Field or fields of study requirements; 32 semester hours in humanities and social sciences (Consult the Office of Admissions and Records, Undergraduate Evaluation, or the Academic Advisement Center for specific courses that apply to this 32 hour requirement); and foreign language, with at least one semester at the 115 level or higher taken in college. Foreign Languages classes taught exclusively in English are excluded. The Department of Foreign Languages establishes high school and proficiency equivalents. Students for whom English is not their native language can meet the Foreign Language requirement 1) by taking COM 110 and two English courses or 2) by meeting the 115 level requirement in a language other than their first language.

**Bachelor of Sciences (B.S.) Degree:** University Studies requirements; General requirements for graduation; and Field(s) of study requirements.

**Bachelor of Science in Education (B.S. in Ed.) Degree:** University Studies requirements; General requirements for graduation; Teacher education approved major; and Professional education requirements.

**Bachelor of Fine Arts (B.F.A.) Degree:** University Studies requirements; General requirements for graduation; and Art or Theatre field of study requirements for B.F.A. degree.

**Bachelor of Music (B.M.) Degree:** University Studies requirements; General requirements for graduation; and Music field of study requirements for B.M. degree.

**Bachelor of Music Education (B.M.E.) Degree:** University Studies requirements; General requirements for graduation; Music field of study requirements for B.M.E. degree; and Professional Education requirements.

## Graduation Requirements

**Meeting graduation requirements is the individual responsibility of each student.** To assure the fulfillment of graduation requirements, the student and his or her adviser should check the student's program of courses frequently. The following graduation requirements apply to all students. All references to hours are to semester credit hours.

1. **Total Hours:** The actual hour requirement for an undergraduate degree varies by the program or combination of programs a student elects. A student must have a minimum of 120 hours of credit acceptable toward graduation. Some courses, which are noted in the course descriptions, may not count toward graduation. There are some curricula or combinations of fields that require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient course work to total at least 120.

2. **University Studies:** University Studies hours must total at least 48 hours, excluding courses taken in the student's major department, distributed over the eight

areas described in the Catalog. A transfer student, who is admitted to the University from a public community college in Illinois and who has completed an Associate Degree in a baccalaureate-oriented sequence, will be considered to have met the University Studies requirement; other transfer students must complete the regular University Studies program. See the University Studies section of the Catalog for specific requirements.

A student from an Illinois public community college who transfers to Illinois State with six or fewer semester hours remaining to complete a baccalaureate-oriented associate degree may present evidence of the award of that degree at the completion of the first semester at Illinois State and be considered to have completed the University Studies requirement.

**3. Major-Minor Options:** Liberal arts or non-teacher education students who are candidates for B.S. or B.A. degrees must complete a major field of study. Completion of a second major, minor, and second minor is optional. Teacher education students who are candidates for a B.S., B.A., or B.S. in Ed. degree must complete professional education requirements and a major approved for teacher education. Some teacher education programs require the completion of a minor.

**4. Senior College Hours:** The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. **No credit from two-year colleges may be counted as senior level.**

**5. Grade Point Average:** Unless otherwise specified in a specific program, the grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the courses required in the major and the minor if the student has a minor.

**6. Removal of Incompletes:** Students may not graduate with incompletes on their record. Each incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation.

**7. Residence Requirements:** Unless otherwise specified in a specific program, at least 30 of the last 60 hours completed toward the baccalaureate degree must be ISU hours.

**8. Constitution Examination:** Each student must pass an examination on the Constitution of the United States, the Constitution of the State of Illinois, and the proper use of the American flag. The examination is given on different dates throughout the year; for specific dates contact the Office of Measurement and Evaluation in Julian Hall. A student may meet this requirement by successful completion of Political Science 105 or by presenting certification of having passed an appropriate examination at another accredited Illinois college or university.

**9. University Writing Examination:** Each student graduating under the requirements of the 1984-5 or subsequent catalogs must demonstrate writing competence by passing the University Writing Examination. The examination should be taken after the completion of 45 semester hours and before the completion of 75 semester hours. At least 15 semester hours must have been completed since the satisfaction of the freshman English requirement. Transfer students with more than 75 semester hours must take the examination before the end of their first term at ISU. A fee will be charged to cover the cost of the examination.

**10. Correspondence and Extension Hours Limit:** ISU does not offer correspondence courses. A student may not present more than 32 hours of extension and correspondence credit from other institutions for graduation, of which not more than 16 hours may be correspondence hours.

Illinois State University does not distinguish between on-campus and off-campus courses. Therefore, all hours earned in Illinois State courses apply toward graduation unless specifically noted otherwise.

## Catalog Requirements

For a student who attends at least one term of each academic year, graduation requirements are specified in the catalog for the year he or she entered the University. If attendance is not continuous, a student must meet the requirements specified in the catalog in effect when he or she reenters the University. If such a student continues in the curriculum chosen originally, the hours earned in meeting the requirements of an old program will apply to the hour requirement of a revised program. In all instances, the University may adjust graduation requirements to ensure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

A student who transfers from an Illinois public community college to this University may choose to meet graduation requirements specified in the Illinois State University catalog in effect at the time the student entered the community college if 1) the student had been enrolled in a Baccalaureate Oriented program 2) attendance was not interrupted, and (3) transfer to Illinois State University occurred within nine months of attendance at the community college. Since University programs are constantly evaluated and improved, a student may graduate under new requirements published while he or she is in attendance at the University. A student who changes to new catalog requirements, however, must meet all the requirements in the new catalog.

## Graduation Procedures

**Application for Graduation:** During the early part of his or her Senior year, the student must submit an *Application for Bachelor's Degree* to the Office of Admissions and Records. Each student should apply for graduation on or before the date specified in the *Class Registration Directory* and in the University Calendar. The student pays a \$15 graduation fee when applying for graduation, unless the fee is covered by a State Scholarship.

**Senior Evaluation:** After the student has submitted the Application for Bachelor's Degree, the Office of Admissions and Records will provide a Senior Evaluation, informing the student of graduation requirements still to be fulfilled. To determine specific program requirements (in addition to the general requirements for graduation stated above), a student should consult the following sections of the catalog: (1) the University Studies Requirements; (2) the specific requirements for the major and minor fields of study; and, if the student seeks teacher certification, (3) the University-Wide Teacher Education Program Requirements information provided in the College of Education section of the Catalog.

**Commencement:** Degrees are conferred and diplomas awarded after the close of each semester and the summer session. Commencement exercises are held each May at the end of the second semester. Undergraduate students completing requirements during the fall or spring semester prior to Commencement as well as those who expect to complete degree requirements at the close of the summer session following commencement may participate in Commencement exercises.

## Second Bachelor's Degree

A student who has already received one bachelor's degree from Illinois State University, or from another college or

university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University. All specified requirements at the time of admission to the program for the second degree must be met, and the program of studies completed for the second degree must include at least 32 hours of coursework taken after the granting of the first degree. At least 24 of the 32 hours offered toward the second degree must be senior college level (courses numbered 200 and above).

### Proficiency Examinations

Students at Illinois State University may receive university credit by examination through the following programs: CLEP General Examinations, Departmental Proficiency Examinations, CLEP Subject Examinations, and the Advanced Placement Program. Students and prospective students are advised to plan their course work and examination attempts carefully because they may not receive credit by examination in a course in which they have been enrolled on the tenth day of classes.

**CLEP General Examinations:** Illinois State University grants credit by examination toward University Studies for the College Level Examination Program under the following guidelines:

1. A student may receive credit for a maximum of eighteen semester hours credit through CLEP General Examinations.
2. A student will be awarded three semester hours credit toward graduation and University Studies requirements for each scaled subscore of fifty (50) or better on the Humanities, Natural Sciences, or Social Sciences and History General examinations passed. Credit would be awarded as follows:

#### HUMANITIES

3 hours ..... Fine Arts (Group VI)  
and/or 3 hours ..... Literature (Group II)

#### NATURAL SCIENCES

3 hours ..... Biological Sciences (Group III)  
and/or 3 hours ..... Physical Sciences (Group III)

#### SOCIAL SCIENCES AND HISTORY

3 hours ..... Social Sciences (Group V)  
and/or 3 hours ..... History (Group II)

A student must receive a score of fifty (50) on each of the six subtests in order to receive the full eighteen hours of credit. Credit is not available for the English Composition or Mathematics General Examination.

3. A student who desires to take the CLEP General Examinations should do so before enrolling for classes at the University.

4. Credit earned through the CLEP General Examinations shall count toward University Studies and graduation requirements only. A student may not use the CLEP General Examinations to raise grades or remove failures in courses already taken. All credit for CLEP General Examinations shall be considered credit at the 100 level.

5. A student who is awarded credit in one or more areas of the General Examinations should consult with his or her adviser to select other appropriate basic and advanced courses.

6. A student may not receive credit for both an area of the CLEP General Examinations and a Departmental Proficiency Examination related to that area. For example, a student who receives credit for a General Examination in the Fine Arts area may not receive credit for a Departmental Proficiency examination in the Fine Arts area. Also, credit will not be awarded for the General Examination areas in which credit is earned through Advanced Placement Examinations or CLEP Subject Examinations.

7. Students may take the CLEP General Examinations at ISU at times scheduled by the Office of Measurement and Evaluation or any CLEP Open Test Center. A student may contact the Office of Measurement and Evaluation (115 Julian Hall, (309) 438-2135) for further information.

A student who takes the CLEP examinations is responsible for the cost of the examination.

**Departmental Proficiency Examinations:** Departmental Proficiency examinations are provided in most 100-level and a limited number of 200-level courses. The purposes of the examinations are to allow students to receive credit for knowledge acquired previously and to allow students to enroll in more advanced courses or to add breadth to their academic programs. Proficiency examinations are optional and recommended only for students who are unusually skilled in the discipline in which the examination is taken. Specific information about the nature of a given examination should be obtained directly from the appropriate departmental office. Below are University policies and procedures relating to proficiency examinations:

1. The nature and content of each proficiency examination shall be determined by the department in which the course is offered. Standards of performance required for receiving credit in a given course also shall be determined by the department offering the course; the level and quality of work required for satisfactory performance on a proficiency examination is equivalent to that required for a grade of C in the course.
2. Academic departments shall provide proficiency examinations in most 100-level courses that are regularly listed in the catalog and the *Class Registration Directory*. Students will find a list of courses in which proficiency examinations are offered in the *Class Registration Directory*.
3. A description of each proficiency examination should be available in the department offering the examination. Students should contact the appropriate department chair for information about a specific examination.
4. All ISU students are eligible to take proficiency examinations; however, students who have not completed twelve hours of accredited college or university course work need written approval of the chair of the department in which the course is offered.
5. Letter grades will not be assigned for proficiency examinations; therefore, the grade point average will not be affected.
6. Credit earned in proficiency examinations may not be used to raise grades or remove failures in courses in which a student has been enrolled previously.
7. No course credit will be awarded for a proficiency examination which is at a lower level than a course previously taken or one which substantially duplicates the content of a course taken previously.
8. A student may take a proficiency examination only once.
9. A student may register for only one Departmental Proficiency examination each semester unless examinations are approved in writing by the chairs of the departments in which the courses are being offered.
10. Handicapped students should notify the appropriate departmental office of the need for any special accommodations prior to the date of the examination.
11. A student should register for an examination by returning the completed application form from the *Class Registration Directory* and the registration fee for examinations to the Office of Measurement and Evaluation, Julian Hall 115.

**English Composition Proficiency Option:** Students with ACT English scores of 26 (SAT Verbal 600) or above may earn three hours of honors credit for English 101 by doing the following:

- A. Earning a grade of C or better in one of the following English courses: 214, 215, 216, 217, 218, 219, 222, 223, 231, 232, 233, 234, 236, 252, 255, 284, 285, 286 **and**

- B. completing a semester of tutorials (one hour per week) in the University Writing Center during the semester in which the 200-level course is taken.

Students wishing to take advantage of the Proficiency option should consult the Department of English, the Academic Advisement Center or the Honors Program.

**CLEP Subject Examinations:** In addition to the opportunities provided by the CLEP General Examinations described above, several departments grant credit by examination in specific subject areas covered by CLEP Subject Examinations. Courses approved for credit under this program are History 123 and 124, Mathematics 145 and 146, Political Science 105, Psychology 111, and Sociology 106. Credit may also be earned and applied towards the requirements in the Medical Technology program for acceptable levels of performance in Clinical Chemistry, Hematology, Immunohematology/Blood Banking, and Microbiology.

The Measurement and Evaluation Service at Illinois State University can provide information about test dates and fees.

**Advanced Placement Program:** The Advanced Placement Program is sponsored by the College Entrance Board. The examinations are administered at designated high school testing centers.

A student who has taken Advanced Placement Program examinations should request that his or her scores be sent to the Office of Admissions and Records at Illinois State University. To request grade reports for Advanced Placement Exams completed, a student should write to Advanced Placement Exams, Box 977-IS, Princeton, N.J. 08541. In making the request, the student should include name, sex, date of birth, the year in which the examination was taken, and the name and identification number of the college to which the grade report should be sent. Illinois State University's identification number is 1319. The College Board currently charges \$4.00 for this service. Students will be awarded college credit or exemption as indicated below.

### Advanced Placement Credits

| Examination                  | Score for Credit or Exemption | Course for which Credit is Allowed     | Semester Hours Awarded |
|------------------------------|-------------------------------|--|------------------------|
| American History             | 5, 4, or 3                    | HIS 135, 136                           | 6 hours                |
| Art Studio-General           | 5, 4, or 3                    | ART 100, 103                           | 6 hours                |
| Art Studio-Drawing           | 5, 4, or 3                    | ART 104                                | 3 hours                |
| Art-History                  | 5, 4, or 3                    | ART 150, 155, 156                      | 9 hours                |
| Biology                      | 5, 4, or 3                    | BSC 100, 192, 194                      | 11 hours               |
| Chemistry                    | 5 or 4                        | CHE 140, 141                           | 10 hours               |
|                              | 3                             | CHE 140                                | 5 hours                |
| Computer Science             | 5 or 4                        | ACS/COM 140                            | 3 hours                |
| English Lang-Comp            | 5                             | ENG 101, 145                           | 6 hours                |
|                              | 4                             | ENG 101                                | 3 hours                |
| English Comp-Literature      | 5                             | ENG 101, 104 or 105                    | 6 hours                |
|                              | 4                             | ENG 104, or 105                        | 3 hours                |
| European History             | 5, 4, or 3                    | HIS 123 and 124                        | 6 hours                |
| Latin-Vergil                 | 5 or 4                        | FOR Latin 116                          | 4 hours                |
|                              | 3                             | exemption from FOR Latin 116           | No credit              |
| French Literature            | 5 or 4                        | FOR French 221 and 222                 | 6 hours                |
|                              | 3                             | exemption from FOR French 221 and 222  | No credit              |
| French Language              | 5 or 4                        | FOR French 115 and 116                 | 8 hours                |
|                              | 3                             | exemption from FOR French 115 and 116  | No credit              |
| German Language              | 5 or 4                        | FOR German 115 and 116                 | 8 hours                |
|                              | 3                             | exemption from FOR German 115 and 116  | No credit              |
| German Literature            | 5 or 4                        | FOR German 221 and 222                 | 6 hours                |
|                              | 3                             | exemption from FOR German 221 and 222  | No credit              |
| Spanish Language             | 5 or 4                        | FOR Spanish 115 and 116                | 8 hours                |
|                              | 3                             | exemption from FOR Spanish 115 and 116 | No credit              |
| Spanish Literature           | 5 or 4                        | FOR Spanish 221 and 222                | 6 hours                |
|                              | 3                             | exemption from FOR Spanish 221 and 222 | No credit              |
| Calculus Test BC             | 5, 4, or 3                    | MAT 145 and 146                        | 8 hours                |
|                              | 2                             | Dept. review                           |                        |
| Calculus Test AB             | 5                             | MAT 145 and 146                        | 8 hours                |
|                              | 4                             | MAT 145, 146, Dept. review             | 4-8 hours              |
|                              | 3                             | MAT 145                                | 4 hours                |
| Music Listening & Literature | 5, 4, or 3                    | MUS 151, 152                           | 4 hours                |
| Music Theory                 | 5, 4, or 3                    | MUS 100                                | 3 hours                |
| Physics Test B               | 5, 4, or 3                    | PHY 108 and 109                        | 10 hours               |
| Physics Test C, Part I       | 5, 4, or 3                    | PHY 110                                | 5 hours                |
| Physics Test C, Part II      | 5, 4, or 3                    | PHY 111                                | 5 hours                |

## Special Academic Opportunities

### Honors Program

Corner of North Street and Fell, (309) 438-2559

The Honors Program offers highly talented students special opportunities that will enhance their educational growth. Close personal attention is provided through specialized advisement, early registration, small honors sections, in-course honors, individualized programs, research, and independent study opportunities.

Incoming students are invited into the Honors Program based on high school rank, A.C.T. or S.A.T. score, and extracurricular activities. Students who demonstrate exceptional academic promise may apply for early admission to the University and to the Honors Program at any time before high school graduation. Students already enrolled in the University with a grade point average of 3.3 or higher may be admitted to the Honors Program.

**Lower Division Honors:** The Honors Program offers honors sections in a number of classes in the University Studies program. Honors sections are designed to promote individual development. They are taught by some of the best faculty, class sizes are small, and discussion is encouraged.

In recognition for work in Lower Division Honors, a student may earn the Certificate in University Honors upon completion of 12 hours of Honors work including an Honors Colloquium. The student must have an "A" or "B" in these courses, a 3.5 overall grade point average and have completed at least four semesters of work at Illinois State University. The designation is recorded on the student's transcript and a certificate is awarded.

**Departmental Honors:** Graduates of the Honors Program who successfully complete a sequence of work beyond requirements in their major will have an honors designation included on their transcript and diploma. Departmental Honors are currently offered to students majoring in Accounting, Agriculture, Anthropology, Applied Computer Science, Art, Biology, Business Education and Administrative Services, Chemistry, Criminal Justice Sciences, Early Childhood Education, Economics, Elementary Education, English, Finance and Law, Foreign Languages, Geography/Geology, Health, Physical Education, Recreation and Dance, Health Sciences, History, Home Economics, Industrial Technology, Junior High Education, Mass Communication, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Special Education, Speech Communication, Speech Pathology and Audiology, Sociology, Social Work, and Theatre. Students should consult departmental offices or the Director of Honors for the specific requirements necessary in each department. The designation is recorded on the student's transcript and diploma and is awarded at graduation.

**University Honors Scholar:** Graduates of the Honors Program meeting the following criteria will have the designation **University Honors Scholar** placed on both their transcript and diploma:

- Completion of at least 24 hours of Honors work with no grade lower than 'B'.
  - A minimum 3.65 grade point average.
  - Four semesters in residence at ISU.
  - Two Honors experiences from the following:
1. Honors Colloquia
  2. Honors undergraduate research participation (IDS 285)
  3. Completion of Departmental Honors.

**Residential Program:** Students within the Honors Program who live in Walker Hall may tailor their education to their individual needs through the Faculty Colleague Program and Individualized University Studies. The Faculty Colleague option allows for the greatest flexibility in planning an individual four-year plan of study, in consultation with the Honors Office and a faculty member. The individualized University Studies option allows a student to tailor most University Studies requirements to individual needs. Further information about the Honors Program may be obtained by writing the Director of Honors.

### Academic Honors

**Dean's Lists:** Undergraduates who meet high academic standards, as established by the College of their major, are included in a Dean's List issued each semester. Eligible students must complete 12 or more graded semester hours. Courses completed after the official end of the semester and courses taken with a Credit/No Credit option will not be counted for this purpose.

The Dean's List for the Colleges of Applied Science and Technology, Arts and Sciences, Education, and Fine Arts will include those students whose grade point averages place them among the top ten percent of those students majoring within the College. The Dean's List in the College of Business will include only undergraduate students majoring in business who have completed 12 or more semester hours with an overall semester grade point in the top ten percent, and at least 3.33 grade point average for all courses taken during the semester. Students whose majors do not place them in one of the five colleges and whose grade point averages are within the top ten percent of the University are identified on the list of the Dean of Instruction.

**Degrees with Distinction:** A student must have completed at least 50 semester hours at Illinois State University to be eligible for a degree with distinction. Students who have an accumulated grade point average of 3.90 through 4.00 are graduated *summa cum laude*; those with a GPA of 3.80 through 3.89 are graduated *magna cum laude*; and those with a GPA of 3.65 through 3.79 are graduated *cum laude*. Students who qualify for these degrees with distinction wear a neck cord as part of their academic gown at commencement and their names appear in the commencement program as being awarded degrees with distinction. All grades earned at Illinois State University are counted in computing the grade point average, except those earned during the Spring semester if graduation requirements are completed then. Transcript notations of graduating *cum laude*, *magna cum laude*, and *summa cum laude* are based on the total grade point average, including the final semester.

**Bone Scholars:** The designation of Bone Scholar is the highest academic distinction that can be achieved by undergraduate students at Illinois State University. Several students are designated annually as Bone Scholars, in honor of former President Robert G. Bone. Bone Scholars are students who combine superior academic records with full personal development through campus and community activities. Nominations to this honor are made by faculty members and selection of new Bone Scholars is conducted by the Honors Program.

### Professional Practice

300 North Street, (309) 438-2200

Professional Practice (Cooperative Education and Internship) is a university-wide program that provides students

with an opportunity to earn academic credit while gaining professionally supervised work experience in business, industry, government, and other agencies and organizations. COOPERATIVE EDUCATION, one form of Professional Practice, is an educational pattern which permits students either alternating or parallel periods of campus study and paid educationally related work experiences. INTERNSHIP, the other form of Professional Practice, is usually unpaid and typically occurs only once during a student's undergraduate career.

Students interested in enrolling in Professional Practice (Cooperative Education or Internship) should contact their department coordinator or the University Professional Practice Office early in their undergraduate career so that credit-generating work experiences can be arranged well in advance of placement.

### **Undergraduate Teaching Assistants**

Undergraduate Teaching Assistantships (UTA) are available in nearly all departments of the University to juniors and seniors who have demonstrated excellence in a particular discipline and high overall scholastic achievement. The purpose of the program is to assist the faculty in the improvement of instruction and to provide UTAs with a valuable learning opportunity. The responsibilities and nature of the UTA assignments are determined by the departments and colleges. The maximum financial compensation is \$495 a semester, or \$990 for the academic year. Some departments provide the opportunity for credit to be earned by the UTA under a General Offerings course (291 Seminar: Undergraduate Teaching Assistants). Three hours is the maximum amount of this credit that may be allowed for graduation. UTA application forms are available in the departmental and college offices.

### **High Potential Students' Program**

411 W. Willow, (309) 438-7641

The High Potential Students' (HPS) Program has as its objectives the enrollment and retention of students who, without the financial, academic, tutorial, and counseling assistance provided by such a program, would have fewer opportunities for successful college experiences.

While the majority of the program's participants are regularly admissible to the University, a small number of special admissions may be made by the program each year. Criteria for admission of students not regularly admissible include personal interviews, past academic performance, recommendations by school officials, standardized tests, and writing samples. Potential for success is the major determinant for all admissions to the HPS program.

A variety of academic support services are available for students in the HPS Program, including special courses in English and Mathematics for participants whose backgrounds and test performances indicate the need for such courses. For further information contact the HPS office.

### **Minority Professional Opportunities (MPO) Services**

411 W. Willow, (309) 438-7641

MPO is a component of Special Services which is structured to acquaint students with graduate and professional schools and professions traditionally underrepresented by minorities. Participation in the program is based on ACT scores. Academic support services are available to students in the MPO program. Other activities include infor-

mational workshops, skill developing sessions, visits to other campuses for conferences, and job fairs.

### **Special Services for Disadvantaged Students**

411 W. Willow, (309) 438-7641

The Special Services for Disadvantaged Students Program, supported by Illinois State University and the U.S. Department of Education, was developed to improve students' chances for academic success and retention to graduation. Participation is limited to economically and educationally disadvantaged students.

A variety of academic support services are provided for program participants. In addition, each student participates in an academic orientation program and works with a Student Academic Assistant to understand University policies, procedures, and expectations.

Students interested in the program may request information from the Special Services Program office.

### **International Studies**

140 Stevenson Hall, (309) 438-5365

The Office of International Studies provides services for students and faculty, foreign students, residents of International House, and participants in the National Student Exchange. It also assists academic departments with intercultural and comparative programs.

The Office of International Studies, located in 140 Stevenson Hall, has current information on student travel and study abroad. A reference library outlining foreign opportunities is available. The Office of International Studies also serves as a meeting place for students and faculty who are planning trips abroad or have recently returned.

**Study Abroad:** In keeping with the tradition of a liberal education, Illinois State encourages qualified students to consider studying in another country. The purpose of study abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another culture. In this way, study abroad may contribute toward intelligent citizenship in the world community. Academic programs for a summer session, a semester, or a year abroad are available to Illinois State students.

The University operates four study centers abroad. These centers are located in Salzburg, Austria; Grenoble, France; Brighton, England; and Nagoya, Japan. The center in Salzburg is a joint undertaking with Northern Illinois University. The programs at these centers are designed to be a continuation and enrichment of a student's regular on-campus academic program. Students who are accepted in these programs remain full-time students at Illinois State and all courses offered at the centers are part of the ISU curriculum. Thus, students at these centers carry a full academic load for a semester or a year and retain full status as regular students at ISU. Usually, one ISU faculty member resides at each center, serving as both instructor and counselor. The major part of the teaching, however, is done by instructors from the host university who lecture in English.

In addition, there are opportunities to study in other countries. Through ISU's membership in a consortium of universities for international education, individual arrangements can be made for students who wish to study in countries other than France, Austria, England, and Japan.

Most of the courses offered abroad meet University Studies requirements. However, no science or math courses are offered at the centers. The sophomore year usually offers

the greatest curricular flexibility for those who wish to study abroad. It is also possible to arrange a program of study abroad for the junior year, but this requires careful planning and students should check with their department chair. Anyone interested in study abroad should consult with advisers in the Office of International Studies.

Numerous summer opportunities are available for study and service abroad. Study programs are offered in foreign languages, art, music, education, history, political science, economics, geography, agriculture, business, and sociology. Summer programs of study and service have, in recent years, taken students to Europe, Asia, the Near East, and Latin America.

**Foreign Student Advising:** The International Studies Office also provides services to all students who are citizens of other countries. The foreign student adviser provides assistance to foreign students who must comply with U.S. Immigration and Naturalization regulations, coordinates campus and community resources and services available to foreign students, and interprets foreign students' needs and problems to the institution's officials, faculty, students and community. The adviser assists with admissions, personal and academic problems, financial aid, hospitality, housing, and employment. All international students enrolling in the University for the first time should contact the Office of International Studies in Stevenson Hall as soon as possible following their arrival on campus.

**International House:** International House is a coeducational residence and academic program center for both American and international students. The purpose of the House is to promote cultural interaction and international understanding through social and educational programs. This setting provides opportunities to develop friendships and to encourage mutual respect among students of diverse backgrounds and cultures.

### **National Student Exchange**

140 Stevenson Hall, (309) 438-5365

In order to make possible an educational experience in cultural and geographic circumstances considerably different from those of Central Illinois, Illinois State University developed the National Student Exchange. Sophomores and juniors with a 2.5 cumulative grade point average may study for up to one year at any of the public colleges and universities in other states listed below while paying ISU's tuition or costs equal to what an in-state resident of that state would pay. In some cases, scholarship aid may be used. Applications are available between October 1 and March 1.

The exchange of students among institutions is intended to enrich the educational experience of those individuals traveling to distant campuses and of those of the host institutions who learn from incoming students. Institutions involved in this exchange are Alabama State University, Boise State University (Idaho), Bowling Green State University (Ohio), California State College, Bakersfield, California State University, Chico, California State University, Fresno, California State University, Northridge, College of Charleston (South Carolina), College of the Virgin Islands, Eastern Connecticut State University, Eastern Montana College, Eastern New Mexico University, Eastern Oregon State College, Drake University (Iowa), Fort Hays State University (Kansas), Humboldt State University (California), Illinois State University, Indiana University of Pennsylvania, Indiana University-Purdue University at Fort Wayne, Kearney State College (Nebraska), Montana State University, Moorhead State University (Minnesota), Murray State University (Kentucky), New Mexico State University, North Carolina

State University, Northeastern Illinois University, Oakland University (Michigan), Oregon State University, Pittsburg State University (Kansas), Portland State University (Oregon), Rhode Island College, Rutgers College, Rutgers University (New Jersey), Sonoma State University (California), South Dakota State University, Southern Oregon State College, State University College at Buffalo (New York), State University College of Arts and Science Potsdam, New York, Towson State University (Maryland), Trenton State College (New Jersey), University of Alabama, University of Delaware, University of Georgia, University of Hawaii at Hilo, University of Hawaii at Manoa, University of Idaho, University of Maine at Farmington, University of Maine at Fort Kent, University of Maine at Orono, University of Maryland, University of Massachusetts at Amherst, University of Massachusetts at Boston, University of Minnesota, University of Montana, University of Nevada, Las Vegas, University of Nevada, Reno, University of New Mexico, University of North Carolina at Charlotte, University of North Dakota, University of Northern Colorado, University of Northern Iowa, University of Oregon, University of Rhode Island, University of South Carolina, University of South Dakota, University of South Florida, University of Southern Maine, University of Tennessee, Knoxville, University of Utah, University of Wisconsin, Eau Claire, University of Wisconsin-Green Bay, University of Wisconsin-River Falls, University of Wyoming, Utah State University, West Chester State College (Pennsylvania), William Paterson College of New Jersey, Winthrop College (South Carolina). Others are joining the program each year.

## **Preparation for Graduate and Professional Study**

Requirements for admission to advanced study vary according to the profession as well as among the schools. Thus, a student planning to enter a professional school should seek specific admission information from the school he or she plans to attend. Preparation for admission to a professional or graduate school consists of: (1) a broad educational experience; (2) courses which meet the specific admission requirements of the school the student plans to attend; and (3) major and minor subjects which allow for concentrated study in a field of interest and which provide an alternative career direction if that becomes desirable.

### **Graduate Study at Illinois State**

Students interested in graduate study at Illinois State University should consult the *Graduate Catalog* for admission requirements and programs available. Further information may also be obtained from departmental offices and the Graduate office in Hovey Hall. Illinois State offers a comprehensive range of master's degree programs and doctoral level programs in Art, Biological Sciences, Curriculum and Instruction, Economics, Educational Administration, English, History, Mathematics, and Special Education.

### **Health Professions**

Preprofessional programs for health related professional colleges usually imply a major in one of the departments in the College of Arts and Sciences. Majors in Biological Sciences or Chemistry are usually elected because several specific preprofessional course requirements can be applied toward a major in these fields. However, a major in any one of a number of other departments in the College is appropriate for many students who have a specific career goal in mind. Speech Pathology and Audiology, Mathematics, Psychology, Sociology, Physics, Economics, and For-

eign Languages are several examples of academic areas which have application to specialties within the health professions.

Minimum admission requirements to colleges of Medicine, Dentistry, and Veterinary Medicine are discussed below. Further information about admission procedures to these and other health related professional colleges can be obtained by contacting Dr. John Frehn in the Department of Biological Sciences.

**Medicine:** Admission policies of individual medical colleges are set forth in *Medical School Admissions Requirements - United States and Canada*. Orders for this book should be addressed to:

Association of American Medical Colleges  
One DuPont Circle, N.W.  
Washington, D.C. 20036  
Price: \$7.50 postpaid

Specific course requirements of medical schools in the State of Illinois can be met by taking the following courses:

Chemistry 140, 141, 230, 231, 232, 233.  
Biological Sciences 191, 194.  
Physics 108, 109.

Mathematics 145, 146 are recommended.

Other specific course requirements are usually met by completion of the University Studies program. It should be understood that a careful selection of University Studies and elective courses beyond the specific admission requirements can make the applicant more competitive. Although a few students are accepted for enrollment in medical college after completion of 90 semester hours, they are distinct exceptions. Most students should anticipate the completion of the requirements for a bachelor's degree with the following approximate timetable:

1. Completion of specific course requirements by the end of the junior year.
2. Medical College Admission Test taken in April of the junior year.
3. Medical College application process begun in August preceding senior year.

**Dentistry:** Admission policies of individual dental schools are set forth in *Admission Requirements of U.S. and Canadian Dental Schools*. Orders for this book should be addressed to:

American Association of Dental Schools  
1675 Massachusetts Avenue, N.W.  
Washington, D.C. 20036  
Price: \$7.50 postpaid

With the completion of the University Studies program, the following courses would meet the minimum specific course requirements for Illinois dental schools:

Chemistry 140, 141, 230, 231, 232, 233.  
Biological Sciences 191, 194.  
Physics 108, 109.

Most students enter dental school after three or four years of preprofessional studies. The minimum requirement for admission to dental schools in the State of Illinois is two years of college, even though most such applicants are unsuccessful. It is therefore advised that students anticipate at least a three-year program with the following timetable:

1. Completion of specific course requirements by the end of sophomore year.
2. Dental Admission Test taken in April of the sophomore year or October of the junior year.
3. Dental college application process begun in the fall of the junior year.

**Veterinary Medicine:** Illinois residents find it exceedingly difficult to gain admission to colleges of veterinary medicine outside the state. Students should therefore direct their

attention largely to the admission policies of the University of Illinois College of Veterinary Medicine.

Specific course requirements: three semesters of biology including genetics, five semesters of chemistry including biochemistry, two semesters of physics, one semester of English, four semesters of humanities and social sciences, and one semester of animal science. Some two-year students are accepted, but the majority of successful candidates have three or four years of preprofessional study. The student is therefore advised to plan his program for completion of the requirements for admission to veterinary college by the end of the sophomore year. A four-year program leading to a bachelor's degree should be anticipated in the event that early application to veterinary college is not successful.

**Nursing:** No major in nursing exists at Illinois State University. Students wishing to pursue the BSN degree may complete the prescribed pre-nursing courses at ISU and then seek admission to the Mennonite College of Nursing in Bloomington. Students should apply for the Mennonite program after their Freshman year. Admission to the nursing program is competitive. For further information, contact the Academic Advisement Center.

## Engineering

Illinois State University offers the courses ordinarily required for the first two years of an engineering curriculum. Students enroll as majors in Physics while at Illinois State. The strong sequential nature of engineering curricula requires that appropriate course selections be made in the first two years if a sound program is to be developed.

Illinois State University is affiliated with the College of Engineering at the University of Illinois, enabling students to earn a bachelor's degree from Illinois State University and a bachelor's degree in engineering from the University of Illinois at Urbana in a five-year program. Students generally spend the first three years at Illinois State University and the final two to two and one-half years at the University of Illinois.

Increasing numbers of engineering graduates enter leadership roles in industry and government and require a greater understanding of the impact of technology on society. This five-year program encourages a student to develop a broad understanding of the social sciences and humanities and excellence in technical studies. Students should contact Dr. John Crew in the ISU Department of Physics early in their undergraduate careers for help in planning an appropriate plan of study and for more information concerning the preengineering program.

## Law

Law schools do not require any specific courses or undergraduate majors. A committee of the Association of American Law Schools has recommended that the pre-law student keep in mind three basic objectives in planning an undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop the skills of conceptual analysis. The committee has emphasized the need for a broad, liberal education which develops the student's intellectual interests rather than an education directed too pointedly toward later professional training and practice. Students planning to apply for admission to law school should consult the University's pre-law adviser, Dr. Thomas Eimermann, Department of Political Science, for assistance in selecting appropriate majors and valuable electives, and for information about the Law School Admissions Test.

## Social Work

The profession of social work recognizes three academic levels of preparation for practice. The first level is that provided by Illinois State University's undergraduate Social Work major. Students completing this major will hold a baccalaureate degree qualifying them for the beginning level of professional practice, (see the Comprehensive Major in Social Work).

A secondary objective of the Illinois State University Social Work major is to prepare students for advanced study at the second or graduate level of preparation. Graduates of this advanced program receive a Master of Social Work (M.S.W.) degree, which is considered a terminal degree in the profession.

For those students desiring to teach, to conduct independent research, or to attain administrative positions in the professional field, a growing number of graduate schools offer a third level of preparation which is the Doctor of Social Work (D.S.W.) or Ph.D in Social Work degree.

Students interested in graduate training in social work, either immediately upon graduation from Illinois State University or after work experience, are urged to consult the social work adviser in the Department of Sociology, Anthropology and Social Work.

The Illinois State University Social Work Program is accredited by the Council on Social Work Education. This accreditation provides advantages to students seeking employment and graduate education in social work.

## Teaching

Undergraduate students interested in preparing for teaching careers in the public schools should consult the College of Education section of the Catalog or contact the Office of Clinical Experiences and Certification Processes, 310 DeGarmo Hall, for information about admission to the teacher education programs of the University and about meeting general education, field of study, professional education, and certification requirements. Students interested in preparing for teaching careers in colleges and universities should consult academic advisers in the discipline in which they plan to teach for information concerning appropriate graduate degree preparation.

## Additional University Services

### Media Services

211 Media Center, (309) 438-8788

Media Services aids faculty and students attain instructional and educational goals through use of educational media. Media Services offers many opportunities to incorporate media into classroom situations. All functions of Media Services except the television studio are located in the Educational Media Center. The production and service units of Media Services are described below:

**Media Distribution:** This unit provides all types of audiovisual equipment and software, such as films and film strips, for on-campus use.

**Graphic Production:** This unit provides assistance to faculty for planning, designing, scripting, story boarding, editing, and refining all types of graphic materials for audiovisual productions.

**Learning Resource Center:** The center houses, for faculty and student use, self-paced instructional packages on the operation of audiovisual equipment, a graphic production area to produce visuals, a videocassette playback

area, and an area to produce tapes and tape/slide presentations.

**Television/Audio Production Unit:** A closed-circuit television cable system offers videotape playback capabilities to students and faculty in more than 35 classroom buildings and residence halls. The unit also offers duplication and production capabilities for faculty and administrative units. The Audio subdivision offers audiotape duplication and production capabilities, as well as narration, multi-image and slide synchronization services.

### WGLT

310 Media Center (309) 438-2255

WGLT (89.1 FM) is a full-service public radio station licensed to Illinois State University serving audiences in McLean County and surrounding areas. In addition to classical, jazz, and urban contemporary music, WGLT programming includes live coverage of concerts and recitals as well as coverage of local public affairs and newsworthy events. Many academic departments as well as individual faculty, staff, and administrators participate in informational programs. Affiliated with National Public Radio and equipped to participate fully in the NPR satellite network, WGLT carries nationally acclaimed programs such as MORNING EDITION, ALL THINGS CONSIDERED, and, from American Public Radio, A PRAIRIE HOME COMPANION. The 19-hour daily WGLT program service is maintained by a full-time professional staff plus ISU students who receive training and professional experience.

### The University Museums

(309) 438-8800

The University Museums complex, composed of seven museums, represents learning centers serving the University, schools in the surrounding area, and the general public. Objects from the permanent collections as well as loan materials are displayed in a continuing series of instructional exhibitions. The purpose of the University Museums is to preserve and disseminate knowledge of the artistic, natural, and cultural history of Illinois and the world. To accomplish this purpose, the University Museums collects, preserves, and studies tangible objects in programs of exhibitions, education, and research. The museums offer opportunities for students to work with collections through museum employment, museum studies courses, and class assignments.

The **Center for the Visual Arts Gallery**, the University's contemporary art museum, is on the first floor of the Center for the Visual Arts building. The Gallery's exhibition program encompasses the visual arts focusing on the contemporary era.

The **Ewing Museum of Nations**, at the corner of Towanda Avenue and Emerson Street, Bloomington, provides programs illustrating the world's cultural heritage through temporary exhibitions including those drawn from the museum's collections of the traditional arts of Africa, the South Pacific, Mexico, Central America, and the International Collection of Child Art.

The **Eyestone School Museum**, a renovated 1889 one-room school is located at Adelaide and College Streets.

The **Funk Gem & Mineral Museum**, on the lower level of Cook Hall, exhibits minerals, cut and uncut semiprecious gems, fossils, and mining equipment, emphasizing the Midwestern region of the United States.

The **Hudelson Museum of Agriculture**, located at Main and Willow Streets, features early agricultural implements, a simulated pioneer cabin, and objects used by Illinois farmers.

The **Stevenson Memorial Room**, on the first floor of Stevenson Hall, displays memorabilia of the Stevenson family with particular emphasis on Adlai E. Stevenson II. The **University Historical Museum**, located in the lower level of Williams Hall, provides changing exhibits that interpret our collective cultural heritage and which are usually drawn from the collections of Native American artifacts, American Colonial and Victorian decorative arts, graphic reproduction equipment, historic dolls and toys, and materials pertaining to University history.

## Planetarium

Corner of School St. and College Ave.  
(309) 438-2496

The Illinois State University Planetarium is administered by the Department of Physics, and is located on the east end of Felmley Hall. This celestial theatre in the round provides a unique environment that is used by astronomy and other classes. Primary and secondary school students, as well as a variety of other community groups, also attend special presentations designed for their specific interests. In addition, regular public shows are scheduled, providing a popular form of enrichment entertainment. The 30-foot domed structure seats 110 individuals, and houses a Spitz A-3P star projector and various other multi-media effects to recreate the wonders of the universe. For further information contact Carl J. Wenning, Planetarium Director.

## Research Services and Grants

310 Hovey Hall, (309) 438-2528

Outside funded projects constitute an important part of the University's involvement in research and development activities. The University's Office of Research Services and Grants is an information and coordinating center for faculty and students who wish to secure financial support from sponsoring agencies to conduct research projects, training programs, and public service activities. This office provides help in locating appropriate funding sources for new academic endeavors, assists in developing and processing research proposals, and acts as a liaison between the University and funding agencies.

## Alumni Services and Development

117 Rambo House, (309) 438-2294

The ISU Alumni Office offers services and activities to all ISU alumni, including the notification of alumni about campus events such as Homecoming, the Spring Awards Ceremony, the Annual meeting, various special campus events, class and departmental reunions, special conferences and seminars, and other programs.

ISU keeps in contact with alumni in Illinois, the United States, and internationally, through area meetings which feature a variety of informative and entertaining programs. Communication is maintained with alumni through quarterly mailings of the *ISU Alumni Today*. Additional mailings are sent which announce special events and activities.

The Alumni Services Office is the campus headquarters for alumni. The official records for the growing numbers of alumni, which exceed 70,000, are maintained there. All graduates of ISU are members of the ISU Alumni Association. The Alumni Board of Directors serves as the liaison body that represents all Alumni of the University.

Current students have the opportunity to become involved in the Student Alumni Council and the Senior Class Leadership Council. The Student Alumni Council is open to any student and is designed to promote better relations between Alumni, parents and current students. The Senior Class Leadership Council is open to all graduating seniors and provides the opportunity for seniors to become more unified as a class and to raise monies to donate a gift to the University to serve as a permanent reminder of that class on the ISU campus.

**The Parents' Association:** The parents of current students at Illinois State University have the opportunity for active involvement in the University through the Parents' Association. All parents of ISU students are automatically members of the Association.

The Association's activities and programs are coordinated through the Alumni and Parent Services Office in Rambo House. A Parents' Advisory Board, representing various geographic areas, serves as the liaison between the University and all parents. The Board helps with planning Parents' Day, assists University officials with student recruitment, fund raising, placement and public relations programs, and conveys the suggestions and concerns of parents to the University administration.

**Development Office:** The Development Office is located in Rambo House and is responsible for creating a long-range program to encourage voluntary financial support for the University from alumni, parents, students, friends, faculty, staff, corporations and foundations. Contributions are used to provide scholarships, student loans, and research grants, to purchase specialized equipment, equipment to aid departmental programs, to establish an endorsement fund, and to support a variety of other educational projects and programs.

The financial support generated through the Office of Development provides the margin of excellence which enables Illinois State University to be a creative and progressive force in higher education.

The Development Office, in actively seeking voluntary support for the University, is carrying on the tradition established by the University's founders whose solicitation of gifts of money and land made the establishment of the University possible.

**ISU Foundation:** The Illinois State University Foundation is a non-profit corporation chartered by the State of Illinois for the sole purpose of soliciting, receiving, holding, investing, and administering gifts, grants, real property, historical papers, collections, and other materials which support and enhance educational opportunities at Illinois State University.

The Foundation encourages prospective donors to make undesignated gifts. Unrestricted gifts enable the University to achieve a higher level of quality because the resources can be distributed where the need is greatest. However, gifts and grants may be designated to support specific colleges, departments and educational programs.

Bequests, charitable remainder trusts, and other planned and deferred gifts are also processed through the Foundation. All business matters and policies for the ISU Foundation are administered by an elected Board of Directors, comprised of alumni and friends of the University.

All gifts made to the ISU Foundation are tax deductible as provided by law. Further information about the Foundation may be obtained by writing the Office of Development.



# UNIVERSITY STUDIES PROGRAM

The University Studies Program provides a core of fundamental knowledge, skill and understanding. The content of University Studies courses is important to the educated layperson rather than to the specialist in the field, although this does not mean that all courses in the program are introductory or non-technical in nature. The program is designed to meet each of the following goals:

- to provide personal enrichment.
- to offer a systematic design for further learning.
- to be broad in scope rather than focused on a narrow portion of a discipline.
- to reflect major values and ideas and to offer the opportunity to examine such values and ideas.
- to assure a breadth of knowledge and an understanding of the basic processes of disciplined inquiry that society might reasonably expect from a college graduate.

Because of the limited number of hours required in each group, a student may have only one exposure to a discipline or area. For this reason, care should be taken to select courses that will ensure breadth within as well as across disciplines and areas of study.

## General Requirements

Each student seeking a bachelor's degree must satisfy the requirements of the University Studies program. A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to the University from a public community college or other community college participating in the compact with ISU in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirements. All other students must meet the minimum requirements for each group in the program—a total of 48 hours exclusive of courses in a student's major department. Some students may wish to complete the requirements through the Individual University Studies Program described below. The Proficiency and Placement Examinations section of this Catalog describes how a student may meet some of the University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

## Other Special Considerations

**General Students:** Students who are pursuing a baccalaureate degree but have not yet declared a major are advised that when they do identify a major, courses in their major department do not count toward the University Studies requirements.

**Change of Major:** Students who change majors should pay particular attention to the policy regarding the exclusion of courses for University Studies from a major department.

**Double Majors:** The exclusion of courses from a major department applies only to the declared or first major—not to the second or undeclared major.

**Minors:** Any University Studies course may be used to meet the requirements of a minor.

**Social Sciences Major:** University Studies courses may be used to meet the major requirements for students who are pursuing a Social Sciences Major.

**Teacher Certification:** The University Studies Program will meet the general education requirements of the teacher education entitlement programs if specific courses are elected. See the sections on "Teacher Education Requirements" and "graduation requirements" for specific courses that are needed.

**International Studies:** Credit in University Studies may be earned through the Study Abroad program. Information is available from the Director of International Studies.

## University Studies Groups

**Group 1: Communication Studies (9 hours):** Study related to the collection, preparation, and presentation of ideas and information directed toward achieving personal skill in written and oral communication. English 101 is required. *Beginning freshmen should complete English 101 within their first 30 semester hours at ISU. Transfer students, who have not completed English 101 or its equivalent, should complete English 101 within their first 15 semester hours at ISU.*

### Communication

- 110 Fundamentals of Speech Communication
- 123 Interpersonal Communication
- 125 Argumentation
- 223 Small Group Processes

### English

- 101 Language and Composition I (Required of all students)
- 145 Language and Composition II

### Foreign Languages

- 111 First-Year French (Part I)
- 112 First-Year French (Part II)
- 111 First-Year German (Part I)
- 112 First-Year German (Part II)
- 111 First-Year Classical Greek (Part I)
- 112 First-Year Classical Greek (Part II)
- 111 First-Year Italian (Part I)
- 112 First-Year Italian (Part II)
- 111 First-Year Latin (Part I)
- 112 First-Year Latin (Part II)
- 111 First-Year Russian (Part I)
- 112 First-Year Russian (Part II)
- 111 First-Year Spanish (Part I)
- 112 First-Year Spanish (Part II)
- 115 Second-Year French (Part I)
- 116 Second-Year French (Part II)
- 115 Second-Year German (Part I)
- 116 Second-Year German (Part II)
- 115 Intermediate Latin
- 116 Vergil
- 115 Second-Year Russian (Part I)
- 116 Second-Year Russian (Part II)
- 115 Second-Year Spanish (Part I)
- 116 Second-Year Spanish (Part II)

**Group 2: Humanistic Studies (9 hours):** Study of history (the study of past events, especially those concerned with particular nations, periods, and individuals), literature (the study of native and foreign culture through the exploration of the literature of that culture), and philosophy (the study of

values, ethics, and general principles which provide rational explanations) directed toward acquiring basic knowledge in the humanities. Courses must be selected from at least two departments.

### English

- 104 Introduction to Literature-Poetry and Drama
- 105 Introduction to Literature-Prose Fiction
- 106 Introduction to Literature-Literary Themes and Topics
- 107 Literature and the Movies
- 110 Masterpieces of English Literature
- 122 Introduction to Shakespeare
- 130 Masterpieces of American Literature
- 150 Masterpieces of World Literature: to 1350
- 160 Women in Literature
- 165 Afro-American Literature
- 250 Literature of The Bible I
- 251 Literature of The Bible II

### Foreign Languages

- 105 Classical Mythology
- 211 German Novelle
- 216 German Drama
- 221 Survey of French Literature I
- 221 Survey of Spanish Literature I
- 222 Survey of Spanish Literature II
- 222 Survey of French Literature II
- 223 Survey of French Literature III
- 242 Survey of Spanish-American Literature

### History

- 121 History of Western Civilization to 1300
- 123 Early Modern Europe
- 124 Modern Europe Since 1789
- 135 History of the United States to 1865
- 136 History of the United States since 1865
- 137 The American Experience
- 220 Ancient History: Greece
- 221 Ancient History: Rome
- 228 Europe in the Nineteenth Century: 1815-1914
- 235 French History to the Revolution
- 250 History of Women in America

### Interdisciplinary Studies

- 100 Humanities I: European Civilization to 1600 (3 hrs.)
- 101 Humanities II: European Civilization since 1600 (3 hrs.)
- 103 English Heritage
- 104 British Civilization

### Philosophy

- 101 Basic Issues in Philosophy
- 120 Philosophy of Religion
- 138 Moral and Social Values
- 232 Ethics
- 240 Political Philosophy
- 242 Philosophy of Law
- 254 Ancient and Medieval Philosophy
- 255 Modern Philosophy

### Theatre

- 151 History of the Theatre in Western Culture

**Group 3: Natural Science Studies (6 hours):** Study of biological sciences (the study of life and living matter in all forms, especially with regard to the origin, growth, reproduction, and structure of life forms) and the physical sciences (the study of structure, properties, origin, and energy relations of matter apart from the phenomena of life) directed toward an understanding of and an ability to apply the scientific method to natural phenomena.

### Biological Sciences

- 100 Introduction to Biological Sciences
- 160 Introductory Microbiology

- 170 Genetics and Society
- 181 Human Physiology & Anatomy I
- 182 Human Physiology & Anatomy II
- 185 Introduction to Evolution
- 191 Principles of Biology
- 192 General Botany
- 194 General Zoology
- 195 Introduction to Oceanography
- 199 Animal Behavior
- 204 Introduction to Natural History

### Chemistry

- 102 Science and Modern Man
- 104 Elements of Chemistry
- 110 Fundamentals of Chemistry
- 112 Fundamental Chemistry Laboratory
- 140 General Chemistry I
- 141 General Chemistry II

### Geography-Geology

- 100 Earth Science
- 105 Introduction to Geology I
- 107 Introduction to Geology II
- 110 Weather
- 195 Introduction to Oceanography
- 275 Life of the Geologic Past

### Physics

- 100 Energy and Environment
- 101 Introduction to Astronomy
- 105 Fundamentals of Physics
- 108 General Physics I
- 109 General Physics II
- 110 Physics I
- 111 Physics II

### Sociology, Anthropology, and Social Work

- 182 Introduction to Physical Anthropology

### Group 4: Quantitative and Logical Studies (3 hours):

Study of mathematics (the study of numbers and space configurations and their operations, measurement, and the relationships in both the abstract form of pure mathematics and the practical form of applied mathematics), computer science (the study and understanding of the logical organization and transformation of information directed toward the development of the problem-solving skills necessary in a computer environment), and logic (study of principles of valid reasoning and correct inference) directed toward the understanding of basic computational skills and the ability to think logically.

### Applied Computer Science

- 164 Fortran Programming
- 168 Structured Problem Solving and the Computer

### Mathematics

- 103 Foundation Topics in Mathematics
- 105 Applications of Elementary Mathematics
- 106 World of Mathematics
- 120 Finite Mathematics for Business and Social Sciences
- 121 Introduction to Calculus for Business and Social Sciences
- 145 Calculus I
- 146 Calculus II
- 151 Structure of Number Systems I
- 164 Fortran Programming
- 210 Symbolic Logic I

### Philosophy

- 110 Thinking Logically
- 210 Symbolic Logic I

### Group 5: Social Science and Psychological Studies (9 hours):

Study of the social sciences of anthropology, economics, human geography, political science, and sociol-

ogy (the study of aspects of past and present activities, conduct, interactions, and organizations of humans) and the study of psychology (the study of mental phenomena, especially those associated with behavior and problems of adjustment to the environment) directed toward an understanding of and an ability to apply the scientific method to human activity. Courses must be selected from at least two departments.

#### **Agriculture**

110 Introductory Agricultural Economics

#### **Economics**

100 Principles of Economics I

101 Principles of Economics II

#### **Geography-Geology**

135 World Geography

150 Economic Geography

205 Conservation of Natural Resources

#### **Political Science**

105 American Government and Politics

141 Comparative European Government

151 Introduction to International Relations

232 Politics and Public Policy

254 Introduction to Global Issues

#### **Psychology**

111 General Psychology

112 Child and Adolescent Development

131 Social Psychology

232 Personality

#### **Sociology, Anthropology, and Social Work**

106 Introduction to Sociology

107 Social Problems

131 Social Psychology

180 Introduction to Cultural Anthropology

261 The Community

267 Population

268 Sociology and Religion

**Group 6: Aesthetic Studies (3 hours):** Study of the fine and applied arts having to do with the creation and application of diverse modes of communication, ideas, and emotions by means of visual and nonvisual representations and symbols toward developing aesthetic understanding and appreciation.

#### **Art**

100 Introductory Art Workshop

150 Art Appreciation

155 Survey of Art I

156 Survey of Art II

250 Arts and the Modern World

257 Survey of Art III

#### **Health, Physical Education, Recreation, and Dance**

122 Modern Dance I

122.02 Modern Dance II

123 Ballet I

123.02 Ballet II

#### **Interdisciplinary Studies**

100 Humanities I: European Civilization to 1600 (3 hrs.)

101 Humanities II: European Civilization since 1600 (3 hrs.)

#### **Music**

100 Introduction to Music Theory

151 Survey of Music Literature

153 Black Music I

250 Arts and the Modern World

#### **Theatre**

150 Introduction to the Theatre

170 Introduction to Film Art

250 Arts and the Modern World

**Group 7: Contemporary Life Studies (6 hours):** Study of the applied arts of agriculture (the production of food and the management of natural fiber plant and animal resources), business and management (organization, operation, administration, and control of private and public organizations), Criminal Justice Sciences (the study of the criminal justice system), education (instruction and training within and outside educational organizations), health and physical education (maintenance and restoration of physical and mental health), home economics (the study of the reciprocal relations of family to its natural and man-made resources and environments), technology (practical application of basic scientific knowledge to the design, production, and operation of systems for human control of the natural environment), and other appropriate applied studies directed toward development and understanding of the use of liberal studies in applied areas in order to deal creatively and realistically with personal, community, national, and international concerns.

#### **Agriculture**

150 Introduction to Plant Science

170 Introduction to Animal Science

#### **Applied Computer Science**

155 Introduction to Microcomputers

140 Introduction to the Computer World

#### **Biological Sciences**

111 Plants and Civilization

145 Human Biology

202 Human Ecology

#### **Business Education and Administrative Services**

100 Business and its Environment

330 Decision-making for Consumers

#### **Communication**

140 Introduction to the Computer World

#### **Criminal Justice Sciences**

101 Introduction to Criminal Justice Sciences

#### **Curriculum and Instruction**

110 Introduction to Multicultural Education

#### **Foreign Languages**

108 German for Business

#### **Health, Physical Education, Recreation, and Dance**

113 Personal Fitness

180 First Aid

#### **Health Sciences**

100 Introduction to the Health Community

155 Man and Environment: A Health Perspective

194 Healthy Family Living

196 Drugs and Lifestyles

#### **Home Economics**

106 Nutrition

131 Courtship and Marriage

132 Home Management in Contemporary Life

330 Decision-making for Consumers

#### **Industrial Technology**

171 Principles of Accident Prevention

208 Industrial Technology Systems

308 Technology and Culture

#### **Interdisciplinary Studies**

120 Women Today

#### **Philosophy**

234 Business Ethics

#### **Sociology, Anthropology, and Social Work**

170 Survey of Social Work and Social Welfare

#### **Speech Pathology and Audiology**

112 Survey of Speech and Hearing Disorders

115 Introduction to Human Verbal Development

120 Sound and Man

**Group 8: Nonwestern Cultures and Traditions (3 hours):** Study of some aspect of a culture other than one's

own directed not only toward a better understanding of the cultural complexity of a shrinking and increasingly interdependent world but also toward gaining a new perspective of Western culture. (Courses in this group must be concerned with the cultures and traditions of one or more of the following geographic areas: Africa and neighboring islands [not in the Mediterranean Sea]; Caribbean Islands with nonwestern cultures; Central America; China, Mongolia, Japan, Korea [East Asia], Taiwan; India, Pakistan, and neighboring countries; Mexico; Middle East; Pacific Islands [U.S. Administration]; Philippines and islands of Indonesia; Pre-contact cultures of Americas, Australia, or New Zealand; South America; Southeastern Asia [Burma, Kampuchea, Laos, Thailand, Vietnam, and others])

### Agriculture

100 Agriculture of Developing Countries

### Art

189.14 Oriental Art

### Business Education and Administrative Services

345 Business in a Multicultural Environment

### Geography-Geology

230 Latin America

250 Africa

255 Asia

### History

125 History of Asian Civilization

126 History of the Middle East and Africa

127 Latin America

263 Modern Mexico

271 Islamic Civilization

275 History of Japanese Civilization

### Philosophy

207 Oriental Philosophy

### Political Science

145 Introduction to Nonwestern Politics

246 African Politics

247 Politics of the Middle East

347 Latin American Politics

### Sociology, Anthropology, and Social Work

184 Cultures of the World

272 North American Indians

284 The Anthropology of Native American Art

### Theatre

271 Survey of Nonwestern Film

## Individualized University Studies Program

Students who wish to pursue the Individualized University Studies (IUS) program must apply for and be admitted to the program. The application must include a statement outlining general education objectives that cannot be met under the regular University Studies program. The Plan of Study should constitute a coherent program of University Studies that should meet or exceed the goals of the regular program. In developing the individual plan, the student and the adviser should review all previous educational experiences of the student (not just college courses) to assure that either prior experience or the projected plan provides a distribution of coursework that matches the minimum hour requirements in each University Studies group. Courses are not limited to those approved for the regular University Studies program; however, all courses selected must be general education courses as opposed to vocational or professional courses. Program requirements are as follows:

1. Applications will be accepted only from students who have completed fewer than 25 semester hours of undergraduate coursework. Applications should be forwarded to the Director of Honors and must be signed by an adviser in the Office of Academic Advisement, the Honors Office, or a faculty member from the student's major department indicating that he or she agrees to the Plan of Study and will serve as the student's IUS adviser until the plan has been completed.
2. The Plan of Study must include a minimum of 48 semester hours, exclusive of courses taken in the student's major department. Projected courses in the Plan of Study are subject to later modification only with advance approval of the student's adviser. The Director of Honors should be informed in writing of all changes in the original Plan of Study.
3. It is the student's responsibility to ensure that all prerequisites or requirements for majors are met whether or not the courses are included in the IUS Plan of Study.
4. Students in teacher education programs need to plan their IUS program to meet state certification requirements. Please confer with personnel in the Office of Clinical Experiences and Certification Processes regarding current requirements for teacher education students.
5. Questions about the program should be directed to the Director of Honors.



# UNIVERSITY-WIDE PROGRAMS AND COURSES

## Fields of Study and Degrees Available

The University offers a wide range of academic programs from bachelor's degrees through master's and doctoral degrees. Programs and degrees are available in the following fields of study:

- Accounting: B.S., M.S.
- Agribusiness: B.S.
- Agriculture: B.S. and cooperative master's program with University of Illinois.
- Anthropology: B.A., B.S.
- Applied Computer Science: B.S.
- Art: B.A., B.S., B.F.A., M.A., M.S., M.F.A., Ed.D.
- Arts and Sciences: (See General Studies Major)
- Biological Sciences: B.A., B.S., M.S., Ph.D.
- Business Administration: B.S., M.B.A.
- Business Education: B.A., B.S., B.S. in Ed., M.A., M.S.
- Chemistry: B.A., B.S., M.S.
- Consumer Education (Business Education undergraduate minor).
- Criminal Justice Sciences: B.A., B.S., M.A., M.S.
- Counselor Education: M.A., M.S., M.S. in Ed.
- Curriculum and Instruction: M.A., M.S., M.S. in Ed., Ed.D.
- Dance: B.A., B.S.
- Early Childhood Education: B.A., B.S., B.S. in Ed.
- Economics: B.A., B.S., M.A., M.S., D.A.
- Educational Administration: M.A., M.S., M.S. in Ed., C.A.S., Ed.D., Ph.D.
- Elementary Education: B.A., B.S., B.S. in Ed.
- English: B.A., B.S., M.A., M.S., D.A.
- Environmental Health: B.S.
- Ethnic and Cultural Studies (undergraduate minor).
- Finance: B.S.
- Foreign Language: M.A. and undergraduate majors in French, German, Russian Studies, and Spanish.
- French: B.A., B.S.
- General Studies: B.A., B.S.
- Geography: B.A., B.S.
- Geology: B.A., B.S.
- German: B.A.
- Gerontology: (Undergraduate Minor).
- Health and Physical Education: M.A., M.S.
- Health Education: B.A., B.S., B.S. in Ed.
- History: B.A., B.S., M.A., M.S., D.A.
- Home Economics: B.A., B.S., M.A., M.S.
- Industrial Technology: B.S., M.S.
- Instructional Media: M.S., M.S. in Ed., and undergraduate minor.
- International Business: B.A., B.S.
- Journalism (undergraduate minor).
- Junior High/Middle School Education: B.A., B.S., B.S. in Ed.
- Latin American Studies (undergraduate minor).
- Legal Studies (undergraduate minor).
- Management: B.S.
- Marketing: B.S.
- Mass Communication: B.A., B.S.
- Mathematics: B.A., B.S., M.A., M.S., D.A.
- Medical Record Administration: B.S.
- Medical Technology: B.S.
- Music: B.A., B.M., B.M. Ed., B.S., M.A., M.M., M.M. Ed., M.S.
- Office Administration: B.S.
- Philosophy: B.A., B.S.
- Physical Education: B.A., B.S., B.S. in Ed.
- Physics: B.S.
- Political Science: B.A., B.S., M.A., M.S.
- Psychology: B.A., B.S., M.A., M.S.
- Public Relations (undergraduate minor).
- Reading: M.S. in Ed. and undergraduate minor.
- Recreation and Park Administration: B.S.
- Russian Studies: B.A.
- Safety: B.S.
- School Psychology: M.A., M.S., M.S. in Ed.
- Social Sciences: B.A., B.S.
- Social Work: B.A., B.S.
- Sociology: B.A., B.S., M.A., M.S.
- Spanish: B.A., B.S.
- Special Education: B.A., B.S., B.S. in Ed., M.A., M.S., and M.S. in Ed., Ed.D.
- Speech Communication: B.A., B.S., M.A., M.S.
- Speech Pathology-Audiology: B.A., B.S., M.A., M.S.
- Teaching English to Speakers of Other Languages (undergraduate minor).
- Theatre: B.A., B.S., B.F.A., M.A., M.S., M.F.A.
- Writing: M.A. and undergraduate minor.

## Program and Course Explanations

### Major and Minor Program Descriptions

Each undergraduate program available at Illinois State University is listed below including majors, comprehensive majors, and minors. A **major** is designed so that a student ordinarily would combine it with a minor. A **comprehensive major** is designed to be more inclusive, and the student would not ordinarily combine it with a minor. Two general items of information are provided for each program: (1) the degrees which are offered for students who major in the program, and (2) the department or office in the University a student should contact for further information about the academic major or minor. Subdivisions of majors are of two types: (1) a **sequence** is a subdivision of a major in which there are specific curricular requirements, and (2) a **concentration** is a subdivision of a major which is provided for advisement purposes only (there are no specific curricular requirements). Where two or more sequences are identified under a major, the student selects one of these sequences. A **minor** is a combination of courses that provides a cohesive introduction to an area of study. Teacher education programs are identified as EDUCATION, TEACHER CERTIFICATION, or TEACHER EDUCATION. All references to hours are to semester hours.

## Course Information

The University operates on the semester plan. The credit value of all courses is stated in terms of semester hours. Ordinarily, a semester hour is assigned for a 50-minute class meeting per week for the semester; therefore, a course valued at three semester hours generally meets three periods weekly. In laboratory courses, at least two 50-minute periods per week are ordinarily required for each semester hour of credit.

A seminar consists of advanced students meeting regularly under the guidance of a professor in which each student conducts original research and exchanges information, problems, and results through informal lectures, reports, and discussions.

**Course Availability:** Some courses listed in this catalog may not be available each year. Students should consult the *Class Registration Directory* for class availability. Questions concerning scheduling of courses should be referred to departmental chairs.

**Course Levels:** Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

### Course Levels

- 100-199 Lower division undergraduate courses, primarily for freshmen and sophomores.
- 200-299 Upper division undergraduate courses, primarily for juniors and seniors. A student normally should have completed at least 45 semester hours before enrolling in a course at this level.
- 300-399 Advanced undergraduate courses. Open to juniors, seniors, and graduate students. A student normally should have completed at least 75 semester hours before enrolling in a course at this level.
- 400-499 Graduate courses. None are listed herein; see the Graduate Catalog. Courses at this level are for graduate students. In exceptional instances, a senior may receive permission to enroll for undergraduate credit in a course at this level. Such permission is granted only upon the recommendation of the student's adviser with agreement of the chairperson of the department offering the course.
- 500-599 Courses limited to advanced graduate or doctoral students.

### Course Descriptions

The following information is given for each course: course number (3 or 5 digits preceding the title); course title; credit value in semester hours; and F for Fall and S for Spring to indicate the semester for which a course is planned as an offering during the 1984-85 academic year. **The University, however, may cancel or add scheduled course offerings after publication of this Catalog depending upon the adequacy of enrollment and availability of faculty.** Following the above information, any prerequisites, restrictions on enrollment, and any special considerations are noted in italics. **A course prerequisite is knowledge or experience a student is required (req) or recommended (rec) to have prior to enrolling in a course.** Example:

#### 102 MUSIC THEORY AND

**HISTORY 6**

*MUS 101 or cons Theory Coord req. Formerly MUSIC THEORY AND LITERATURE.*

Continuation of analysis techniques and skills building; concentration on the music history and literature of the 17th and 18th centuries.

The course number, 102, indicates that the course is primarily for freshmen and sophomores. The digit 6, following the title, indicates the credit value in semester hours. S indicates that the course is to be offered during the Spring semester. The italicized lines under the course title indicate the required background for enrolling in the course. In the example given, a student must have passed Music 101 or have consent of the coordinator of Music Theory courses prior to enrollment in 102. The title of the course in previous catalogs is indicated by the *Formerly* statement. A brief description of the course is provided in the paragraph following the prerequisites.

If the course were approved for University Studies, the letters US followed by the group number would be included in the course title, for example, US-1, or US-8. Additional information about the course is available in the respective department office.

### Common Abbreviations

#### Departmental Abbreviations

The following abbreviations for departmental offerings are used both in the program requirement descriptions and in the course descriptions throughout the Catalog. They are also identical with those used in the *Class Registration Directory*.

|     |   |
|-----|---|
| ACC | Accounting  |
| AGR | Agriculture                                       |
| ACS | Applied Computer Science                          |
| ART | Art   |
| BSC | Biological Sciences                               |
| BEA | Business Education and Administrative Services    |
| CHE | Chemistry   |
| COM | Communication                                     |
| CJS | Criminal Justice Sciences                         |
| C&I | Curriculum and Instruction                        |
| ECO | Economics   |
| EAF | Educational Administration and Foundations        |
| ENG | English   |
| FAL | Finance and Law                                   |
| FOR | Foreign Languages                                 |
| GEO | Geography-Geology                                 |
| HPR | Health, Physical Education, Recreation, and Dance |
| HSC | Health Sciences                                   |
| HIS | History   |
| HEC | Home Economics                                    |
| IDS | Interdisciplinary Studies                         |
| IT  | Industrial Technology                             |
| MAM | Management and Marketing                          |
| MAT | Mathematics                                       |
| MSC | Military Science                                  |
| MUS | Music   |
| PHI | Philosophy  |
| PHY | Physics   |
| POS | Political Science                                 |
| PSY | Psychology  |
| SAS | Sociology, Anthropology, and Social Work          |
| SED | Specialized Educational Development               |
| PAS | Speech Pathology-Audiology                        |
| THE | Theatre   |

#### Course Information Abbreviations

*May be repeated* indicates that a course may be taken for credit more than once if different content is planned; however, there may be a maximum amount of credit specified for the course.

*Variable credit courses.* If a course leads to differing number of hours, a student should plan with the adviser the number of hours to be sought.

*Conc reg req (or rec)* means that concurrent registration in two courses is required (or recommended).

*Incl Clin Exp.* indicates that certain clinical experiences in teacher education are required in the course.

*Cons inst* means consent of the instructor.

*Cons dept chair* means consent of the chairperson of the department offering the course.

*Not for credit maj min* means that the credit from this course may not be applied to the major or minor program requirements.

*Not for credit if had (course)* means that credit from this course is not applicable to graduation requirements if credit has been earned previously in the course identified.

*Materials charge optional* indicates that certain supplementary materials must be provided for the course.

## Faculty Information

Faculty whose names appear in the department faculty lists were teaching at the University in the fall of 1984. Because of sabbatical leaves, temporary assignments, research projects, and other reasons, **not all of these faculty will be teaching in the period covered by this catalog.**

## GENERAL STUDIES MAJOR

**Program Coordinator:** Contact Academic Advisement, 210 Julian Hall.

Degrees Offered: B.A., B.S.

Illinois State University offers students the opportunity, under the General Studies major, to construct three types of individualized programs of study which differ from the University's regular major and minor programs. These options use existing University courses and lead to the Bachelor of Arts or Bachelor of Science degree in General Studies. Each sequence addresses a different set of educational objectives.

The **Individualized Sequence** of the General Studies major allows a student to design, with the help of a faculty sponsor, a specialized program of study that is not offered by the University. This program is intended for the student whose specific interests cannot be accommodated within existing programs. The Individualized Sequence is often a second or auxiliary major but may be proposed as a primary major.

The **Multidisciplinary Studies Sequence** of the General Studies major, by contrast, is a broader program built around the offerings of two or more departments that may be from more than one college. It is intended for the student who is seeking a baccalaureate degree without the specialization of a traditional major. The student chooses the focus of the program, with the help of a faculty adviser, by determining the departments in which he or she wishes to pursue advanced work.

The **Arts and Sciences Sequence** of the General Studies Major is also a broad program emphasizing the offerings of two or more departments, chosen with the help of a faculty adviser. However, unlike the Multidisciplinary Studies Sequence, the coursework is primarily oriented to liberal arts, and must be completed from departments in the College of Arts and Sciences.

**Note:** 1. The Multidisciplinary Studies Sequence and Arts and Sciences Sequence of the General Studies major do not prepare a student for a specific professional career or graduate field. Because of their general nature, these programs will probably require graduates to convince prospective employers or graduate schools that the students' degree preparation will enable them to succeed in a particular job or educational endeavor.

2. The General Studies major does not satisfy the requirements for teacher certification.

### Procedure for General Studies Major

1. Admission to the General Studies Major (or Minor) may be requested after the completion of 15 semester hours of coursework and before the completion of 90 semester hours. Applications must be submitted during the first half of the fall or spring semesters.

2. Applications are available in the Academic Advisement Center (Julian 210). Applicants should select an appropriate faculty adviser. The proposed plan of study must be approved by the faculty adviser, the General Studies Major Committee, and the Assistant Provost for Undergraduate Instruction.

3. At least one-half of the coursework in the sequence must be taken after the proposal has been approved. No more than one-sixth of the coursework in the sequence may be transferred from another institution of higher education.

4. Changes in an approved plan of study must be authorized in advance. A letter outlining the proposed change, and countersigned by the faculty adviser, should be submitted to the Advisement Center. Requests for changes in more than one-sixth of the approved program constitute a new proposal and must be resubmitted subject to all the conditions of an initial application.

5. If the Individualized Sequence is a student's primary major, courses included in the approved program may not be used to meet University Studies requirements. Courses from the departments specified in the Multidisciplinary and Arts and Sciences Sequences may not be used to meet the University Studies requirements.

### Requirements for General Studies Major

1. 120 semester hours.
2. Completion of University Studies requirements.
3. 42 senior college (200-300 level) hours.
4. An approved plan of study from at least two departments.
5. A 2.5 cumulative GPA at the time of application.

### INDIVIDUALIZED SEQUENCE

The Individualized Sequence is an interdisciplinary program that may be used to attain specific educational goals that cannot be accommodated by existing majors at Illinois State. The General Studies Major: Individualized Sequence is usually a second or auxiliary major, but may be proposed as a primary major.

Students who complete the Individualized Sequence will earn a Bachelor of Arts or Bachelor of Sciences Degree and have their transcripts noted: "General Studies Major: Individualized Sequence: \_\_\_\_\_" (the theme that is specified on the plan of study). Students completing minors will have their transcripts noted similarly.

### General Studies Major: Individualized Sequence Requirements

- 120 hour graduation requirement, including University Studies requirements and 42 senior college (200 - 300 level) hours.
- Approved plan of study from at least two academic departments containing 36-55 hours.

### General Studies: Individualized Minor Requirements

- Approved plan of study from at least two academic departments containing 18-24 hours.

**MULTIDISCIPLINARY STUDIES SEQUENCE**

The Multidisciplinary Studies Sequence is designed for the student who wishes to pursue a baccalaureate degree without the specialization required in a traditional program. The student chooses the focus of the major by determining the two or more departments around which to build the program. The departments chosen may be from more than one college. Students who complete the Multidisciplinary Studies sequence will earn a Bachelor of Arts or Bachelor of Science Degree and have their transcripts noted: "General Studies Major: Multidisciplinary Studies Sequences."

**General Studies Major: Multidisciplinary Studies Sequence Requirements**

- 120 hour graduation requirement, including University Studies requirements and 42 senior college (200 - 300 level) hours.
- An approved plan of study with a minimum of 36 hours from two specified departments, including 12 senior college hours (200 or 300 level) from each of the two departments, and a maximum of 25 hours from any one of the departments.

**ARTS AND SCIENCES SEQUENCE**

The Arts and Sciences Sequence is designed for students wishing to pursue a baccalaureate degree with broad specialization in the liberal arts and sciences. The student chooses the focus of the major by determining the two or more departments around which to build the program. Students who complete the Arts and Sciences sequence will earn a Bachelor of Arts or Bachelor of Science Degree and have their transcripts noted: "General Studies Major: Arts and Sciences Sequence."

**General Studies Major: Arts and Sciences Sequence Requirements**

- 120 hour graduation requirement, including University Studies requirements, and 42 senior college (200-300 level) hours.
- An approved plan of study with a minimum of 36 hours from two specified Arts and Sciences departments, including 12 senior college hours (200 or 300 level) from each of the two departments, a maximum of 25 hours from any one of the departments, and a total of 96 hours from Arts and Sciences departments.

**ETHNIC AND CULTURAL STUDIES MINOR**

No major offered. Further information: Assistant Provost for Undergraduate Instruction, Hovey 413.

NOTE: The study of ethnic groups not listed below may be arranged through the General Studies: Individualized Minor program. Students interested in pursuing work in this area should contact the Assistant Provost for Undergraduate Instruction.

**ETHNIC AND CULTURAL STUDIES**

— A minimum of 22 hours representing eight courses as indicated from Groups I, II, and III; at least four courses must be above the 100 level; no more than three courses may be from one department. A professional practice experience approved by the student's minor adviser and the appropriate department may be used as one course in Group I and/or Group II. An independent study course approved by the student's minor adviser and

processed through the regular procedure may be used as one course in Group I and/or Group II.

**Group I - Ethnic Origins**

Students must complete three courses from Group I, representing at least two departments. Group I represents the origins of minority populations in the United States. The emphasis is on the culture, history and the experience of the area from which present-day United States' minorities come, and on the Native American population before the arrival of the immigrants.

**Black Americans:** Art 277, GEO 250; HIS 389 (History of the Sub Saharan Africa); POS 246.

**Native Americans:** Art 373; SAS 280, 283, 284.

**Asian Americans:** GEO 255; HIS 125, 373, 375; PHI 207; POS 345.

**Hispanic Americans:** FOR 217.15, 218.15, 221.15, 242.15, 304.15, 335.15; GEO 230; HIS 127, 263; POS 347.

**Group II - The Experience of Minority Populations in the United States**

Students must complete three courses from Group II, representing at least two departments. Group II represents the experience of minority populations after arriving in the United States, and of the Native American population after the arrival of the whites. The focus is on the historical, cultural, political, and social experience of the group as a minority population in a largely white-European dominated society.

**Black Americans:** ART 278; COM 175; ENG 165; HIS 257, 258, 289 (Afro-American Experience); IDS 105; MUS 153, 154; POS 223; SAS 289 (Social Work and the Afro-American); THE 154.

**Hispanic Americans:** C&I 334; FOR 218.15; HIS 254.

**Native Americans:** SAS 272.

**Oriental Americans:**

**General Courses:** ART 242; C&I 232, 312; CJS 303; PAS 389 (Oral Language of Dialect and Bilingualism.)

**Group III - Ethnicity**

Students must complete two courses from Group III, representing at least two departments. Group III focuses on the concept of ethnicity in a more theoretical way. It attempts to generalize from minority experiences.

**Courses:** C&I 110; HIS 289 (Immigrant History); SAS 264, 281, 366.

**WOMEN'S STUDIES**

— A minimum of 18 hours or total of 24 hours from the following courses: CJS 339; IDS 120, 300, 390, 391, 398; ENG 160, 360; HSC 191; HIS 250; IT 163; PHI 246; POS 390; PSY 123, 305; SAS 123, 264, 341, 342, 366. A minimum of 18 hours is required in the above courses or appropriate 189, 289, and 389 courses. If the student elects fewer than 24 hours from this list of courses, the remainder must be selected from the list of courses that apply to the Ethnic and Cultural Studies minor. Courses included in the minor must be approved by the Coordinator of Women's Studies, Dr. Patricia Chesebro, Department of Psychology.

**UNIVERSITY-WIDE COURSES**

These courses may be offered by any department of the University. Specific departmental offerings will be listed by

topic or area in the *Class Registration Directory* available each semester. Student Teaching (399) for all available areas is listed separately in the *Class Registration Directory*; Professional Practice (198, 298, 398) for all available areas is listed by department in the *Class Registration Directory*.

### **189, 289, 389 SELECTED STUDIES 1-6**

Experimental and interdepartmental courses providing content not offered within the framework of courses approved for inclusion in the Undergraduate Catalog. Descriptions of the courses offered each semester are provided in the back pages of the *Class Registration Directory* booklets.

### **193, 293, 393 WORKSHOP 1-6**

*Max of six hrs may be applied toward graduation.*  
Workshop opportunities are provided for the purpose of permitting students to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff. Description of the courses offered each semester are provided in the back pages of the *Class Registration Directory* booklets.

### **198, 298, 398 PROFESSIONAL PRACTICE 1-16**

*Cons. dept chair. Max of sixteen hrs may be applied toward graduation. For undergraduate credit only.*

Supervised work experiences in local, state, national, and international businesses, agencies, institutions, and organizations which are planned, administered, and supervised at the departmental level. University-wide coordination is provided through the Office of Professional Practice or through the Office of Clinical Experiences if the experience is in an educational agency or institution.

### **287 INDEPENDENT STUDY 1-6**

*Max of six hrs may be applied toward graduation.  
Cons. dept chair., permission of supervisor.*

Intensive work in a special area of the student's interest. Each individual project is to culminate in a comprehensive written report or examination. Open only to students who are not on academic probation and who have demonstrated an ability to profit from independent study.

### **291 SEMINAR: UNDERGRADUATE TEACHING ASSISTANTS 1-3**

*Official designation as an Undergraduate Teaching Assistant (UTA). Departmental permission.*

Supervised examination of issues related to the Undergraduate Teaching Experience. Seminar requires time beyond the UTA work experience. Three hours maximum credit may be applied toward graduation.

### **299 INDEPENDENT HONOR STUDY 1-6**

*Open only to students who have achieved superior academic records and who have demonstrated an ability to profit from independent study. Max of six hrs may be applied toward graduation. Cons inst., dept. chair, and dir of Honors.*

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report or examination.

### **397 INSTITUTE 1-9**

Federal and state-sponsored institutes or similar short-term programs requiring treatment of subject matter of a special nature or for special groups.

### **399 STUDENT TEACHING 1-10 F.S**

*(C&I 253 for Elementary Education majors  
or C&I 263 for Early Childhood Education majors.)*

*High School teaching (6-12): PSY 215 or C&I 210 and C&I 200: 4 hours (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences.*

*Special Areas (K-12): PSY 215 or C&I 210 and C&I 200: 4 hours (General Methods and Teaching), Departmental Special Methods, and a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites.*

*Junior High/Middle School (K-9): C&I 390, minimum of 100 hours of approved pre-student teaching clinical experiences, completion of Field of Study requirements prerequisite for student teaching in areas of concentration.*

*Elementary Education (K-9): C&I 252, minimum of 100 clock hours of approved pre-student teaching clinical experiences.*

*Special Education (K-12): Specific courses are required in each sequence. See listing of requirements in individual Special Education sequences. All sequences require the completion of a minimum of 100 clock hours of approved pre-student teaching clinical experiences.*

*Approval of the dept chair and the Dir of the Office of Clinical Experiences and Certification Processes.*

*Fifteen semester hours of coursework or equivalent at Illinois State University.*

*Other requirements as listed in the University-Wide Teacher Education Program Requirements section of this catalog.*

Directing the learning of pupils; participating in school and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. High school student teaching assignments include work in special methods in the subjects taught. The student's transcript indicates the area in which student teaching was completed.

## **INTERDISCIPLINARY STUDIES**

### **100 HUMANITIES I: EUROPEAN CIVILIZATION TO 1600 6 US-2 (3 hrs), US-6 (3 hrs) F**

An interdisciplinary course examining the relationships of European history, literature, art, and music from ancient times to the 17th century.

### **101 HUMANITIES II: EUROPEAN CIVILIZATION SINCE 1600 6 US-2 (3 hrs), US-6 (3 hrs) S**

An interdisciplinary course examining the relationships of European history, literature, art, and music from the 17th century to the present.

### **102 HONORS COLLOQUIUM 3 S**

*May be repeated once for credit if topic is different.*  
Interdisciplinary, for students in Honors Program. Weekly sessions presented by one or more specialists on the topic explore a semester theme.

### **103 ENGLISH HERITAGE 4 US-2 F**

An interdisciplinary survey of English civilization from the later Middle Ages to the middle of the eighteenth century.

### **104 BRITISH CIVILIZATION 4 US-2 S**

An interdisciplinary survey of British civilization from the middle of the eighteenth century to the present.

**105 BLACKS AND WHITES:  
A STUDY OF INTERRACIAL  
DYNAMICS 3**

F.S

*Cons inst.*

Racially balanced experiential and theoretical course for students wishing to increase awareness and understanding and to improve black/white communication.

**106 CAREER CHOICE 1**

F.S

*Rec freshman only.*

Introduction to theory of career decision making. Laboratory in the application of skills and strategies to individual career choices.

**120 WOMEN TODAY 3 US-7**

F.S

Introduction to the concerns and problems of women in today's society. Historical roots and viable alternatives to the present culture will be discussed.

**187 IUS INDEPENDENT STUDY 1-3**

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental and off-campus basis.

**202 ADVANCED HONORS COLLOQUIUM 3 S**

*Ir standing or cons Dir Honors req. May be repeated once if topic is different.*

Weekly sessions presented by a specialist dealing with a semester's topic for advanced students in the Honor's program.

**222 NATIONAL STUDENT  
EXCHANGE 1-16**

F.S

*Sophomore or Junior standing and 2.5 GPA req.*

Study for up to one year at another university, paying tuition and fees at ISU.

**223 NATIONAL STUDENT  
EXCHANGE 1-16**

F.S

*Sophomore or Junior standing and 2.5 GPA req.*

Study for up to one year at another university, paying tuition and fees at that university.

**225 NATIONAL COLLEGIATE  
HONORS EXCHANGE 1-16**

F.S

*Participation in I.S.U. Honors Program.*

Honors study for one semester at another university.

**285 HONORS UNDERGRADUATE  
RESEARCH I 1-3**

F.S

*Cons Dir Honors req. May not be repeated.*

Honors student assists a faculty member on the faculty member's research project.

**286 HONORS UNDERGRADUATE  
RESEARCH II 1-3**

F.S

*IDS 285 req. May not be repeated.*

Continuation of IDS 285.

**287 IUS INDEPENDENT STUDY 1-3**

F.S

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental or off-campus basis.

**300 WOMEN AND RELIGION: CATHOLIC,  
PROTESTANT AND JEW 2-3**

S

*Undergraduate credit only.*

An analysis of the status of Catholic, Protestant, and Jewish women. Emphasis on women in religion today, but includes historical perspectives through selected religious writing. A research paper or project is completed for 3 hours credit.

**390 INTERDISCIPLINARY RESEARCH IN  
WOMEN'S STUDIES 1-6**

F.S

*Proposal signed by two faculty advisers from different disciplines and approved by Coord. of Women's Studies req prior to enrollment.*

**391 WOMEN'S STUDY SEMINAR 1-3 Summer**

*May be repeated. Max 6 hrs.*

Detailed study of current selected topics.

**398 PROFESSIONAL PRACTICE:  
INTERNSHIP IN WOMEN'S**

**STUDIES 1-6 F.S.Summer**

*6 hrs of Women's Studies and cons Women's Women's Studies coord req. May be repeated. Max 16 hrs.*

Supervised work experience in local, state, national, or international businesses, agencies, institutions, or organizations focusing on women's issues.



# COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

**Dean:** Elizabeth Chapman, 145 Turner Hall.

The Departments of Agriculture, Applied Computer Science, Criminal Justice Sciences, Health, Physical Education, Recreation and Dance, Health Sciences, Home Economics, Industrial Technology, and Military Science constitute the College of Applied Science and Technology. Undergraduate and graduate programs of the College are designed to prepare students for professional and/or technical positions in education, government, business and industry.

## AGRICULTURE (AGR)

150 Turner

**Chairperson:** Reginald D. Henry.

**Faculty:** Professors: Bristol, Culver, Fuess, Henry, More. Associate Professors: Balbach, Chrudimsky, Walker, Whitacre. Assistant Professors: Buriak, O'Rourke, Winter. Adjunct Faculty: Butz, Turner.

## Agribusiness Program

Degree Offered: B.S.

### COMPREHENSIVE AGRIBUSINESS MAJOR

- 55 hours required, including 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics.
- Required courses: AGR 109, 110, 130, 150, 170; ECO 100, 101; MAT 120.

The student must complete a minimum of 12 semester hours in agricultural economics courses selected from AGR 213, 214, 215, 216, 310, 313, 314, 315, 316, 318, 319, 320, and a minimum of 19 hours in the College of Business and/or Department of Economics, which includes ECO 100 and 101. AGR 295 and 396 do not count toward this major. Non-business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business adviser.

**Horticulture Sequence:** 55 hours required, including 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics. Required courses: AGR 109, 110, 130, 157, 150 or BSC 192; ECO 100, 101; ACC 131; FAL 208; MAT 120; 5 hours of Chemistry (CHE 110 and 112 or 140); 15 hours in horticulture science courses including AGR 120 with remainder selected from among AGR 160, 253, 254, 255, 352, 353, 355, 356 and 389 (Horticulture Therapy); 7 hours of AGR electives. AGR 295 and 396 do not count toward this sequence. Recommended electives are ACC 166, ART 103 and ACS courses.

## Agriculture Programs

Degree Offered: B.S.

### COMPREHENSIVE AGRICULTURE MAJOR

**Production Agriculture Sequence:** 55 hours in Agriculture required. Required courses: AGR 109, 110, 130, 150, 157, 170; BSC 100 or 192 or 194; CHE 110 and 112, or CHE 140. Required hours in agriculture courses: 11 in agronomy, 8 in agricultural economics, 13 in animal science, 6 in agricultural mechanics, 17 in agriculture electives. AGR 295 and 396 do not count toward this sequence.

**Agricultural Science Sequence:** 55 hours required, including 36 hours in Agriculture and 19 hours in biological sciences, chemistry, physics, or mathematics. Required courses: AGR 109, 110, 130, 150, 170, 272. The student must complete at least 20 hours in either animal science or agronomy. A minimum of 19 hours is required in biological sciences, chemistry, physics, or mathematics, which include BSC 192 or 194 and a minimum of 10 hours of chemistry (including either CHE 220 or 230). AGR 190, 295, and 396 do not count toward this sequence.

**Agriculture Education Sequence:** 55 hours in Agriculture required. Required courses: AGR 109, 110, 130, 150, 170, 190, 252, 295, 396; BSC 100 or 192 or 194; CHE 110 and 112, or CHE 140. In addition, required hours are: 28 agriculture electives; C&I 200.01 and 200.02 or 216; C&I 200.03 or 215; C&I 200.04, PSY 215, and STT 399. Program leads to certification: Secondary 6-12.

**Honors in Agriculture:** The Department offers honors work in Agriculture to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study in agricultural topics of the student's own choosing with seminar-style research. Students interested in participating in the Department's honors program may secure further information by contacting the chairperson of the Department of Agriculture. The Department also offers in-course honors work in all its courses for students enrolled in the University Honors Program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

### MAJOR IN AGRICULTURE

- 36 hours in Agriculture required.
- Required courses: AGR 109, 110, 130, 150, 170; BSC 100 or 192 or 194; CHE 110 and 112, or CHE 140.
- In addition, at least one course in each of three of the specialized areas of agricultural economics, agricultural mechanics, agronomy, and animal science.

### MINOR IN AGRICULTURE

- 24 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170.

## Agriculture Courses

In meeting program requirements in Agriculture, the student should note that the courses are considered in areas, as follows:

General courses: 100, 101, 103, 109, 172, 198, 302, 303, 398.

Agricultural Economics: 110, 213, 214, 215, 216, 310, 313, 314, 315, 316, 318, 319, 320.

Agricultural Education: 190, 295, 396.

Agricultural Mechanics: 130, 231, 232, 234, 235, 240, 340, 345.

Agronomy: 150, 157, 250, 251, 252, 258, 259, 272, 289 (Vegetable Crop Production), 352, 355, 357, 360, 389 (Physical Properties of soil.)

Animal Science: 170, 171, 272, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 288, 290, 372, 373, 374, 375.

Horticulture Science: 120, 150, 157, 160, 252, 253, 254, 255, 352, 353, 355, 356.

### 100 AGRICULTURE OF DEVELOPING COUNTRIES 3 US-8 F.S

Creative approaches to understanding the role of agriculture in developing countries. Analysis of agricultural problems, policies and processes.

### 101 PEOPLE AND FOOD 3 F.S

Fundamental knowledge concerning the role of food in daily life and its significance for the past, present and future.

### 103 HOME VEGETABLE PRODUCTION 2 F.S

A survey of the principles and practices of vegetable production. Crop selection, soil fertility, weed and disease control, and management of individual crops are discussed.

### 109 INTRODUCTION TO THE AGRICULTURAL INDUSTRY 1 F.S

Study of the development of agriculture as an industry; contributions of agriculture to society; the technology of the industry.

### 110 INTRODUCTORY AGRICULTURAL ECONOMICS 3 US-5 F.S

Fundamental principles of economics, applied to agriculture, agriculture finance, prices, taxation, marketing and land use.

### 120 INTRODUCTORY HORTICULTURE SCIENCE 3 F.S

Introduction to principles and practices in development, production and use of horticultural crops (fruits, vegetables, greenhouse, floral, turf, nursery, and landscape).

### 130 INTRODUCTION TO AGRICULTURAL MECHANICS 3 F.S

*Lecture and laboratory.*

Place of mechanics in agriculture. Examples, problems, discussions and laboratory exercises in present and future mechanics applications.

### 150 INTRODUCTION TO PLANT SCIENCE 4 US-7 F.S

Fundamentals of plant science; importance, classification, distribution and production practices of the major crops of the world.

### 157 SOIL SCIENCE 4 F.S

*CHE 110 and 112 or equiv req. Lecture and laboratory.*

Origin and formation, physical and chemical properties, moisture relationships, liming and fertilizing soils. Chemical and physical tests of soils.

### 160 GREENHOUSE MANAGEMENT 3 F.S

*Lectures and greenhouse practices. Materials charge optional.*

Home and commercial greenhouse construction, operation and maintenance. Growing media, temperature and light factors. Irrigation, fertilization, growth regulations and pest control programs.

### 170 INTRODUCTION TO ANIMAL SCIENCE 4 US-7 F.S

*Lecture and laboratory.*

Breeding, selection, genetics, nutrition, physiology and production of farm animals. Fundamentals of animal science.

### 171 LIVESTOCK FEEDING PRINCIPLES 3 F.S

*AGR 170 req.*

Classes of feeds, nutrients, their functions in the animal body, choice of feedstuffs and balancing of rations.

### 172 COMPANION ANIMAL MANAGEMENT 2 S

Anatomy-physiology, nutrition, health and disease, behavior, selection, breeds, kennel management, and obedience training of companion animals. Major emphasis on dogs and cats.

### 190 INTRODUCTION TO AGRICULTURAL EDUCATION 2 F

*Incl Clin Exp.*

Introduction to agricultural teaching profession; overview of the total agricultural program; philosophical base of education process; teaching special need students.

### 198 PROFESSIONAL PRACTICE: FARM INTERNSHIP 1-6 F.S

*Maj only, approved application. Course is offered on a credit/no credit basis only. Formerly AGR 107.*

A course designed to give each student experience in basic agricultural operations. Min 45 hrs experience/hr credit.

### 213 FARM MANAGEMENT 3 F.S

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

### 214 AGRICULTURE MARKETING 3 F.S

Markets, price-making forces, reasons for existing practices, marketing services, and cooperative marketing.

### 215 AGRIBUSINESS OPERATIONS 2 F.S

Procedures and methods of profitable operations used by agricultural business; lectures and discussions pertaining to the world of work by successful agribusiness leaders.

### 216 FARM ACCOUNTING 3 F.S

Standard farm business accounting methods and procedures, financial measures of success, inventories, depreciation, net worth, income tax, budgeting and cash flow, and business analysis.

### 231 AGRICULTURAL CONSTRUCTION AND MAINTENANCE 3 S

*AGR 130 req. Lecture and laboratory.*

Selection, use and maintenance of hand and power tools and equipment for construction and maintenance in agriculture, shop organization; shop safety.

### 232 AGRICULTURAL POWER UNITS AND MACHINERY 3 F

*Lecture and laboratory.*

Principles of single and multiple cylinder engine operation. Selection, adjustment, operation and maintenance of field machinery.

|   |          |            |
|---|----------|------------|
| <b>234 SOIL AND WATER CONSERVATION</b>  | <b>3</b> | <b>F</b>   |
| <i>Lecture and laboratory. Field trips.</i>   |          |            |
| Drainage, soil erosion control, water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.               |          |            |
| <b>235 FARM UTILITIES</b>   | <b>3</b> | <b>F.S</b> |
| <i>Lecture and laboratory.</i>  |          |            |
| Application of electricity for light, heat, and power; principles of operation, selection, installation of electrical equipment. Water supply, sewage systems.    |          |            |
| <b>240 AGRICULTURAL POWER SYSTEMS</b>   | <b>3</b> | <b>S</b>   |
| <i>AGR 232 req. Lecture and laboratory. Field trip.</i>   |          |            |
| Selecting, analyzing, maintaining spark-ignition and diesel tractors. Principles of hydraulics, power transmission, and electrical regulation systems.            |          |            |
| <b>250 GRAIN AND SOYBEAN PRODUCTION</b>   | <b>4</b> | <b>F.S</b> |
| <i>AGR 150 req. Lecture and laboratory.</i>   |          |            |
| Principles of planting, cultivating and harvesting grain and soybeans; control of diseases, insects, pests and weeds.   |          |            |
| <b>251 FORAGE CROP PRODUCTION</b>   | <b>3</b> | <b>F</b>   |
| <i>AGR 150 req. Lecture and laboratory.</i>   |          |            |
| Characteristics, utilization and production of principal forage plants. Recent literature in forage management reviewed.  |          |            |
| <b>252 ORNAMENTAL HORTICULTURE</b>  | <b>3</b> | <b>F.S</b> |
| Cultural practices and principles in the selection and care of ornamental plants for landscape and garden use. Introduction to landscape design and maintenance.  |          |            |
| <b>253 FLORAL DESIGN</b>  | <b>3</b> | <b>F</b>   |
| <i>Lectures and practice in floral designing. Materials charge optional.</i>  |          |            |
| Principles and practice in the design of floral arrangements. Introduction to the operation of retail florist businesses.   |          |            |
| <b>254 PLANTS FOR INTERIOR DESIGN</b>   | <b>3</b> | <b>S</b>   |
| <i>Lecture and laboratory.</i>  |          |            |
| Study of tropical and subtropical ornamental plants grown as interior design elements. Preparation of designs which utilize these plants.                         |          |            |
| <b>255 WOODY PLANTS: IDENTIFICATION AND LANDSCAPE VALUE</b>   | <b>3</b> | <b>F</b>   |
| <i>Intensive field study supplemented by lectures. Offered odd numbered years.</i>  |          |            |
| Identification and landscape value of ornamental trees, shrubs, vines, and ground cover.  |          |            |
| <b>258 SOIL MICROBIOLOGY</b>  | <b>4</b> | <b>S</b>   |
| <i>AGR 157. Lecture and Laboratory. Offered alternate years.</i>  |          |            |
| Soil microorganisms and their effect on physical, chemical and biological properties of soils.  |          |            |
| <b>259 SOIL DEVELOPMENT AND CLASSIFICATION</b>  | <b>3</b> | <b>F</b>   |
| <i>AGR 157 req. Offered even numbered years. Lecture and laboratory. Field trips.</i>   |          |            |
| Development, characteristics, and identification of soils as they apply to soil mapping, land use, and soil classification.                                       |          |            |
| <b>272 AGRICULTURAL GENETICS</b>  | <b>3</b> | <b>F</b>   |
| <i>BSC 192 or 194, AGR 170 or 150. Lecture and laboratory.</i>  |          |            |
| Heredity, variation and development of domesticated plants and animals. Mendelian genetics, mutations, linkage, quantitative inheritance and population genetics. |          |            |
| <b>274 DAIRY SCIENCE</b>  | <b>4</b> | <b>F</b>   |
| <i>AGR 170 req, 171 rec. Lecture and laboratory. Field trips.</i>   |          |            |
| The dairy industry, breeds, selection, judging, care and management of dairy cattle, quality milk production, milk products and milk testing.                     |          |            |
| <b>275 FEEDLOT MANAGEMENT</b>   | <b>3</b> | <b>F</b>   |
| <i>AGR 170, 171 req.</i>  |          |            |
| The feeding, health and financial management of feedlot cattle, including pollution control and facility design.  |          |            |
| <b>276 PORK PRODUCTION</b>  | <b>3</b> | <b>F.S</b> |
| <i>AGR 170, 171 req. Lecture and laboratory.</i>  |          |            |
| Breeds, care and management of breeding herd; care and feeding of swine, selecting swine for breeding and marketing.  |          |            |
| <b>277 SHEEP PRODUCTION</b>   | <b>3</b> | <b>S</b>   |
| <i>AGR 170 and 171 req. Lecture and laboratory.</i>   |          |            |
| Breeding, feeding and management practices essential for economical production of the farm sheep flock.   |          |            |
| <b>278 BEEF PRODUCTION</b>  | <b>3</b> | <b>S</b>   |
| <i>AGR 170, and 171 req. Lecture and laboratory. Field trips.</i>   |          |            |
| Beef cattle industry, economics, care, management and production skills involved in cow-calf and finishing cattle operations.                                     |          |            |
| <b>279 POULTRY PRODUCTION</b>   | <b>3</b> | <b>F</b>   |
| <i>AGR 170 req. Lecture and laboratory.</i>   |          |            |
| Breeding, feeding and management practices essential for the poultry business.  |          |            |
| <b>280 LIVESTOCK SELECTION</b>  | <b>3</b> | <b>S</b>   |
| <i>Laboratory. Field trips.</i>   |          |            |
| Fundamentals of livestock and dairy selection; relation to production, marketing and showing.   |          |            |
| <b>281 DAIRY CATTLE SELECTION</b>   | <b>2</b> | <b>F</b>   |
| <i>AGR 280 req. Laboratory.</i>   |          |            |
| Specialized training in evaluating dairy cattle. Comparative terminology, decision making and presentation of oral reasons. Field trips to dairy farms.           |          |            |
| <b>282 LIVESTOCK HEALTH AND DISEASES</b>  | <b>3</b> | <b>F</b>   |
| <i>BSC 194; AGR 170 req.</i>  |          |            |
| Animal physiology, anatomy, sanitation and diseases. Prevention and control of diseases of domesticated species of livestock.                                     |          |            |
| <b>283 ARTIFICIAL INSEMINATION OF FARM ANIMALS</b>  | <b>3</b> | <b>F.S</b> |
| <i>Lecture and laboratory.</i>  |          |            |
| Principles of artificial insemination and factors affecting conception in natural and artificial breeding.  |          |            |
| <b>284 LIVESTOCK PRODUCTION SKILLS</b>  | <b>3</b> | <b>F</b>   |
| <i>AGR 170 req. Lecture and laboratory. Cons instr req. Field trips.</i>  |          |            |
| A study and mastery of skills required in livestock production and different methods and tools used to perform these skills.                                      |          |            |
| <b>285 MEAT SCIENCE</b>   | <b>3</b> | <b>F.S</b> |
| <i>Lecture and laboratory.</i>  |          |            |
| Comprehensive treatment of the meat industry and presentation of basic facts about one of our most important food products.                                       |          |            |

|  |            |   |          |
|--|------------|---|----------|
| <b>286 BEHAVIOR OF DOMESTIC ANIMALS 3</b>  | <b>S</b>   | <b>319 AGRICULTURAL POLICIES AND PROGRAMS 3</b>   | <b>F</b> |
| <i>AGR 170 rec.</i>  |            | <i>AGR 110 req. ECO 240 rec.</i>  |          |
| Behavioral patterns and systems, group formations, socialization, physical environment, genetic and physiological factors as they relate to domestic animals.                |            | History and impact of government intervention in agriculture. Examination of major agricultural programs, past and present.   |          |
| <b>288 ADVANCED LIVESTOCK SELECTION 3 F</b>  |            | <b>320 FARM COMMODITY PRICING 3</b>   | <b>F</b> |
| <i>AGR 280 req. Laboratory. Field trips.</i>   |            | <i>AGR 214 req. ECO 240 rec.</i>  |          |
| Judging various species of livestock in relation to their functions in show ring and market and presentation of oral reasons.  |            | Analysis of the theory and mechanics of price determination for agriculture commodities.  |          |
| <b>290 HORSE SCIENCE 3</b>   | <b>S</b>   | <b>340 EQUIPMENT FOR PRODUCING AND HANDLING AGRICULTURAL PRODUCTS 3</b>   | <b>F</b> |
| <i>AGR 170 req or documented evidence of 3 years experience with horses.</i>   |            | <i>AGR 130 req. Lecture and laboratory. Field trips.</i>  |          |
| Anatomy, physiology, nutrition and genetics applied specifically to horses.  |            | Selection, design, operation, adjustment and maintenance of machinery and equipment used in producing, storing, and processing agricultural products.                           |          |
| <b>295 SUMMER INTERNSHIP IN AGRICULTURAL EDUCATION 3 Summer</b>  |            | <b>345 AGRICULTURAL ACCIDENT PREVENTION 3</b>   | <b>F</b> |
| <i>Adm to Teacher Ed req. Incl Clin Exp.</i>   |            | <i>Also offered as IT 373. Materials charge optional.</i>   |          |
| Experience in the profession of agricultural education in high school. Includes program planning and working with special needs students.                                    |            | Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.   |          |
| <b>302 SPECIAL PROBLEMS IN AGRICULTURE 1-3</b>   | <b>F.S</b> | <b>352 TURF MANAGEMENT 3</b>  | <b>S</b> |
| <i>Comprehensive maj. maj. or min in AGR or AGR Bus. GPA 2.5. May be repeated. Max 6 hrs.</i>  |            | <i>AGR 150 or BSC 192 req.</i>  |          |
| Special work in research interests of student and staff. Projects must be approved by the staff member and the chairperson of the department.                                |            | Principles and practices used in management of turfgrasses, residential and recreational turf.  |          |
| <b>303 SEMINAR IN AGRICULTURE 1</b>  | <b>F.S</b> | <b>353 LANDSCAPE DESIGN AND CONSTRUCTION 3</b>  | <b>S</b> |
| <i>Senior or graduate standing.</i>  |            | <i>AGR 252 and 255 req Lectures and practice in landscape design. Offered even numbered years.</i>  |          |
| <b>310 RURAL APPRAISALS 3</b>  | <b>F.S</b> | Problem approach to landscape design and construction. Site surveys and analyses. Plant selection and preparation of functional designs.  |          |
| <i>AGR 216, or 318, or ACC 131 rec and an academic background in agriculture. Field trips.</i>   |            | <b>355 PLANT BREEDING 3</b>   | <b>S</b> |
| Principles, procedures, and terminology for evaluating rural property; preparation of appraisal reports as currently prepared by qualified and experienced rural appraisers. |            | <i>AGR 272 req.</i>   |          |
| <b>313 ADVANCED FARM MANAGEMENT 3 S</b>  |            | Breeding procedures and techniques used in developing new varieties of field crops.   |          |
| <i>AGR 213, 216 req.</i>   |            | <b>356 PLANT PROPAGATION 3</b>  | <b>S</b> |
| Farm business decisions and their interrelationships. Examination of statics, dynamics, and uncertainty in agricultural decision-making.                                     |            | <i>AGR 150, or BSC 192 req. Lecture and laboratory. Offered odd numbered years.</i>   |          |
| <b>314 GRAIN MARKETING 2</b>   | <b>F.S</b> | Basic principles and commercial practices involved in sexual and asexual propagation of agricultural plants.  |          |
| <i>AGR 214 req.</i>  |            | <b>357 SOIL FERTILITY AND FERTILIZERS 4</b>   | <b>F</b> |
| Economics and marketing problems in grain industry. Special emphasis on futures marketing.   |            | <i>AGR 157 req. Lecture and laboratory. Field trips.</i>  |          |
| <b>315 FINANCIAL MANAGEMENT AND ANALYSIS OF THE AGROBUSINESS FIRM 3 F.S</b>  |            | Fundamental concepts of soil fertility and fertilizer manufacturing. Plant nutrition, factors affecting plant growth, soil-plant relationships, and macro- and micro-nutrients. |          |
| <i>AGR 215, MAT 120, and AGR 216 or ACC 131 or cons inst req.</i>  |            | <b>360 CROP CONDITIONING AND STORAGE 3</b>  | <b>F</b> |
| Application of quantitative concepts and methods to the analysis and financial management of proprietary and cooperative agribusiness firms.                                 |            | <i>AGR 250 and 5 hrs. CHE, req.</i>   |          |
| <b>316 LIVESTOCK MARKETING 2</b>   | <b>S</b>   | A comprehensive study of the chemical, physical and physiological aspects of crop conditioning and storage with emphasis on soybeans and grain crops.                           |          |
| <i>AGR 214 req.</i>  |            | <b>372 LIVESTOCK BREEDING 3</b>   | <b>S</b> |
| Economic principles applied to marketing of livestock and livestock products. Consideration given to producers, processors, and distributors.                                |            | <i>AGR 272 or BSC 319 req. Offered even numbered years.</i>   |          |
| <b>318 AGRICULTURAL FINANCE 3</b>  | <b>F.S</b> | Reproduction and principles of heredity and their application to livestock breeding; population genetics, inbreeding, relationship, outbreeding and selection.                  |          |
| <i>AGR 216 or ACC 131 req.</i>   |            |   |          |
| The principles of agricultural finance including the capital requirements, the sources of credit, and the optimum uses of capital.   |            |   |          |

**373 REPRODUCTIVE PHYSIOLOGY AND MILK SECRETION 3 S**

*AGR 170 req.*

Reproduction in livestock, anatomy of the reproductive and hormonal systems, physiological and hormonal aspects of lactation.

**374 DAIRY CATTLE FEEDING AND MANAGEMENT 3 S**

*AGR 274 req. Field trips.*

Feeding and management of dairy cattle as they relate to an economic dairy farm operation.

**375 ANIMAL NUTRITION 3 F**

*AGR 170, 171 req. Field trips. Offered odd numbered years.*

Science of animal nutrition; special attention to recent discoveries pertaining to the protein, mineral and vitamin requirements of livestock.

**380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS 3 F.S**

*Also offered as BEA 380, HEC 380, and IT 305. Incl Clin Exp. Formerly ORGANIZATION AND ADMINISTRATION OF VOCATIONAL OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.*

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

**382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS 3 S**

*Also offered as BEA 382, HEC 382, and IT 306. Incl Clin Exp. Formerly COORDINATION TECHNIQUES OF COOPERATIVE OFFICE AND DISTRIBUTIVE EDUCATION PROGRAMS.*

Coordination techniques needed for high school and post-secondary teacher coordination in integrating classroom activities with daily employment.

**396 METHODS AND PROCEDURES IN AGRICULTURAL EDUCATION 5 F.S**

*Incl Clin Exp.*

Procedures in planning, conducting, and evaluating an agricultural education program; philosophical inquiry in education; teaching special needs students.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN AGRICULTURE 1-6 F.S**

*Major in any AGR Program. GPA 2.5. 8 hrs of course work in intern area, approved application. May be repeated. Max 6 hrs.*

Supervised on-the-job experience with an agriculture firm. Forty-five hours work following an approved training program. Min 45 hrs experience/credit.

## APPLIED COMPUTER SCIENCE (ACS)

133B Stevenson Hall

**Chairperson:** Lawrence C. Eggan.

**Faculty:** Professor: Eggan. Associate Professors: Beccue, C. Chrisman, G. Chrisman, Sanders. Assistant Professors: Brumbaugh, Cook, C. Kacmar, Kephart, Meyer, Scanlan, Wallace, Warren, White, Wisely. Instructors: Connor, Crow. Adviser: M. Kacmar.

## Applied Computer Science Programs

Degree Offered: B.S.

The purpose of the Applied Computer Science (ACS) program is to provide training in the application of computer and systems techniques to real world problems. The ACS major is designed to prepare professionals in the areas of data processing, computer information systems, and technical systems. The ACS minor is intended for the user, for the person who will serve a liaison role or provide limited computer and systems support for a user group.

There are two sequences in the ACS major: Computer Information Systems and Technical Systems. These sequences each require a minor or second major and 9-23 hours of outside requirements as specified below. (There can be substantial overlap among courses which satisfy the outside requirements, University Studies, and the minor.)

Those students who choose a minor in the College of Business should be aware of the following policy: Non-Business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for business courses beyond 30 credits in person only and with the written permission of the College of Business adviser. The course requirements are listed in the College of Business section of the catalog.

Students planning to minor in ACS are warned that while the demand for ACS courses continues to exceed the supply, students minoring in ACS may experience difficulty in obtaining desired ACS classes.

**Electives within the major:** The "other requirements" section of each major program can be used to tailor individual programs based on student interest and career objectives. Within the Computer Information Systems major sequence, elective course group (a) is the standard choice, directed toward the preparation of programmer/analysts in medium to large organizations. Group (b) allows a greater emphasis on analysis and design, group (c) on systems programming topics, and group (d) on microcomputer applications. Within the Technical Systems major sequence, elective course group (a) allows an emphasis on modeling and simulation; group (b) should be elected by students interested in a theoretical computer science graduate program.

**Preparation for Graduate Study:** Several directions are available to students who wish to prepare for graduate work. The Computer Information Systems sequence offers excellent preparation for a growing number of computer and management information system masters programs. Students interested in an MBA program should combine the CIS sequence with a business administration minor. The Technical Systems sequence should be elected by those students interested in traditional computer science graduate programs. Those interested in an operations research oriented program would select the modeling and simulation emphasis in the Technical Systems sequence, while those interested in theoretical computer science would select the computer science graduate school emphasis. Any student interested in graduate school should discuss options with an academic adviser during the junior year.

**Professional Practice:** Each ACS major sequence includes a practical experience requirement that may be satisfied by a directed project, an internship, or a CO-OP

assignment. Three hours of ACS 391/398 are counted toward the ACS major for this experience; however, the hours in 391/398 alone do not satisfy the practical experience requirement. The ACS Professional Practice Committee must certify in advance that the particular experience will satisfy the requirement. Application must be made at the ACS office six weeks prior to the start of the term in which the experience is to occur. Each directed project, internship, or CO-OP assignment requires the prior approval of the ACS coordinator of professional practice. A maximum of sixteen hours of professional practice credit (ACS 298, 391, 398) may be applied toward graduation.

**Academic Policies:** The following policies apply to ACS majors:

**Grades:** Only courses in which the student has received a grade of C or higher may be counted toward the 37 hours required for the ACS major. A grade of C or better is required in all prerequisite courses.

**Retention:** A student must meet the following GPA requirements to be retained as a major in ACS. Cumulative GPA:

|                            |     |
|----------------------------|-----|
| 0 - 44 hours . . . . .     | 2.0 |
| 45 - 59 hours . . . . .    | 2.2 |
| 60 or more hours . . . . . | 2.5 |

**Note:** Students who have been dropped from the ACS major must meet current Change of Major admission requirements in order to be readmitted as an ACS major.

**Graduation:** In order to graduate with an ACS major, a student must have a 2.5 cumulative GPA as well as a 2.5 GPA in the major.

**Admission Policies:** A student may enter the ACS major as a new freshman, a transfer student, or as a change of major at ISU. Minimum qualifications exist in each of these categories. These qualifications are subject to change annually. **Regardless of qualifications, the number of students admitted to the ACS program will depend on available space.** The qualifications in effect for fall 1985 are as follows: (Contact the department office or the Admissions Office for further information.)

**New freshmen:** Students in the upper half of their high school class with a composite ACT score of 21 or higher and students in the lower half with a composite ACT score of 26 or higher are admissible.

**Transfer students (over 30 hours):** Students who have a cumulative GPA of 2.75 may apply for admission.

**Change of major (within ISU):** To apply for the ACS major, students should contact the department office for the current Change of Major policy.

**Honors in Applied Computer Science:** The department offers honors work in applied computer science to highly qualified juniors and seniors. Candidates must have a 3.3 overall GPA and a 3.5 GPA in ACS. Honors requirements involve honors course work and the preparation of a substantial research paper or the completion of a significant application project prepared under the guidance of a faculty adviser. For further information contact the ACS director of honors.

## MAJOR IN APPLIED COMPUTER SCIENCE

**Computer Information Systems Sequence:** Designed for the student who will seek a position as a programmer/analyst or systems programmer in a commercial environment.

- 37 hours are required in the major.
- Program Design Core (13 hr): ACS 372 and one of the following groups of courses:

1. ACS 168, 169, 272.

2. ACC 266, 366, ACS 274.

- System Design Core (6 hr): ACS 363, 364.

- Practical Experience (3 hr): ACS 391 or 398.

- Other requirements (15 hr): ACS 278, 283, and one of the following groups of courses:

- a. ACS 376, 378, and one of ACS 255, 288, 344, 345, 368.

- b. ACS 368 and two of ACS 255, 376, 378.

- c. ACS 288, 383, and one of ACS 376, 378.

- d. ACS 255, 355, and one of ACS 344, 345, 376, 378.

A minor or second major must be completed. Recommended areas are accounting, business administration, economics, or mathematics.

In addition to major requirements, the following 23 hours are required: MAT 145 & 146 or 120 & 121; COM 110, 223; COM 329 or MAM 220; ACC 131; and a statistics course. While not required, ENG 249 is strongly recommended. (Depending on the minor selected, there may be substantial overlap of these courses with the minor and with University Studies.)

**Technical Systems Sequence:** Designed for the student interested in mathematically based commercial or engineering systems.

- 37 hours are required in the major.

- Program Design Core (13 hr): ACS 168, 169, 273, 288.

- System Design Core (3 hr): ACS 363.

- Practical Experience (3 hr): ACS 391 or 398.

- Other requirements (18 hr): ACS 278, 283 and one of the following two groups of courses:

- a. ACS 344, 345, 364, and one of ACS 255, 272, ECO 333.

- b. ACS 383, 385, one of ACS 255, 272, MAT 366, and one of ACS 345, 364, 372.

A minor or second major in mathematics must be completed, including MAT 350.

In addition to the major and minor requirements, the following 9 hours are required: COM 110, 223; COM 329 or MAM 220. While not required, ENG 249 is strongly recommended. (These courses may overlap University Studies as appropriate.)

**Other Programs:** The ACS major is designed to serve the needs of all students who wish to apply computer and systems techniques to the solution of real world problems. As new areas are affected by the computer, students may have needs that are not met adequately by the existing sequences. Until new sequences are identified, interested students may apply to the University's Contract Major program. Inquire at the ACS office.

## MINOR IN APPLIED COMPUTER SCIENCE

**Computer Information Systems Sequence:** 22 hours required. **Program Design core (13 hr):** Either the sequence ACS 168, 169, 272 or the sequence ACC 266, 366, ACS 274; and ACS 372. **System Design core (3 hr):** ACS 363. **Other Requirements (6 hr):** ACS 283 and one of 255 or 278 or 364.

**Technical Systems Sequence:** 22 hours required. **Program Design core (13 hr):** ACS 168, 169, 273, 288. **System Design core (3 hr):** ACS 363. **Other Requirements:** (6 hr): ACS 283 and one of ACS 255 or 344 or 345.

**Special Applications Sequence:** 24 hours required. For students interested in applying the computer in an area or in a way not covered adequately by one of the other sequences. A program of study must be approved by an adviser from ACS and the student's major adviser before the student has completed 9 hours in computer related courses. The approved minor program must include a two-semester sequence in a programming language and an appropriate systems or research methods course.

Because of limited departmental resources, it may be necessary during some semesters to restrict the number of ACS courses which major or nonmajor students may take.

## Applied Computer Science Courses

**140 INTRODUCTION TO THE COMPUTER WORLD 3 US-7 F.S**  
Also offered as COM 140. Formerly INF 140. Not for credit ACS maj/min.

A nontechnical course designed to develop effective computer users and to acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.

**155.01 INTRODUCTION TO MICROCOMPUTERS 3 US-7 F.S.Summer**

*Not for credit ACS maj/min, or if had 155.02. Lecture and laboratory. Materials charge optional.*

Introduction to microcomputers and programming, with general, business, and artistic applications emphasized. BASIC programming including graphics; simple disk I/O; application software packages; comparative analysis of microcomputer systems.

**155.02 INTRODUCTION TO MICROCOMPUTERS 3 US-7 F.S.Summer**

*Not for credit ACS maj/min, or if had 155.01. Lecture and laboratory. Materials charge optional.*

Introduction to microcomputers and programming, with scientific and technical applications emphasized. BASIC and machine language programming including I/O, elementary files, application software, and hardware and software evaluation.

**164 INTRODUCTION TO FORTRAN PROGRAMMING 3 US-4 F.S**

*C or better in MAT 107 or HS equiv req. Also offered as MAT 164. Not for credit ACS maj/min. Not for credit if had ACS 273.*

An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential file processing.

**168 STRUCTURED PROBLEM SOLVING AND THE COMPUTER 3 US-4 F.S**

*C or better in MAT 107 or HS equiv req. Recommended as the first course in the ACS maj.*

Emphasis on structured problem solving and the development of algorithms for information processing. The PL/C language is used.

**169 INFORMATION PROCESSING USING PL/I 3 F.S**

*An A or B in ACS 168 or cons dept chair. Not for credit if had ACS 274.*

Programming techniques using major components of PL/I including data representation, block structure, flow of control, storage classes, consecutive file organization, subroutines, and user defined functions.

**255 MICROCOMPUTER APPLICATION AND DESIGN I 3 F.S**

*ACS 169 or A in ACS 155 (Introduction to Microcomputers) req. Materials charge optional.*

Introduction to hardware/software microcomputer architecture. Microcomputer and peripheral configurations for various applications. High-level language programming and file manipulation.

**272 COBOL AS A SECOND LANGUAGE 4 F.S**  
*ACS 169 req. ACS 283 rec. Not for credit if had ACC 366.*

Study of the COBOL language for students with substantial programming experience in another language. Emphasizes structured problem solving and programming.

**273 FORTRAN AS A SECOND LANGUAGE 4 S**

*ACS 169 or ACC 266 req. ACS 283 rec. Either a B in MAT 121 or a C in MAT 145 req. Not for credit if had ACS/MAT 164.*

Intensive study of FORTRAN for students with programming experience. Emphasizes designing and implementing solutions to mathematically based problems. Introduces IBM utilities and software packages.

**274 PL/I AS A SECOND LANGUAGE 4 F.S**

*A two semester sequence in a programming language or an A in ACS 164 and 283 req. Not for credit if had ACS 168, 169.*

Intensive study of the PL/I language for students with previous programming experience. Emphasizes structured problem solving and programming.

**278 DATA STRUCTURES 3 F.S**  
*ACS 169 or ACS 274 req.*

Data representation and organization, structuring of data, lists, stacks, trees, queues, sorting, merging, and file organization maintenance.

**283 ASSEMBLER LANGUAGE PROGRAMMING 3 F.S**

*ACS 169 or equiv, or A or B in ACS 164 req.*

Assembler language programming, macro language, and debugging compiler level programs via dumps.

**288 ADVANCED ASSEMBLER LANGUAGE PROGRAMMING 3 F**  
*ACS 283.*

Programming techniques using major components of BAL including sequential access methods, subroutine linkage, interrupt processing, dynamic storage allocation.

**298.50 PROFESSIONAL PRACTICE: CO-OP IN APPLIED COMPUTER SCIENCE 1-4 F.S**

*ACS 169 and prior approval by Prof Practice Committee. Maj only. May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398.*

**344 DISCRETE SYSTEM SIMULATION 3 F**

*ACS 169 or 273 or 274 req. MAT 121 or 146 req. A course in prob/stat req. Also offered as MAM 344.*

Problem solving using discrete simulation languages and techniques. Applied queuing theory, pseudo-random numbers, model verification and validation, experimental design.

**345 APPLIED COMPUTER MODELING 3 S**  
*MAT 121 or 146, ACS 164 or 168 or 273 or ACC 266 req. ACS 169 rec.*

Computer-based modeling methodologies applied to complex social and natural systems. Simulation languages, system dynamics, case studies, and modeling projects.

**355 MICROCOMPUTER APPLICATION AND DESIGN II 3 S**

*ACS 255 req. ACS 283 rec. Materials charge optional.*  
Microcomputer applications with an emphasis on basic microcomputer architecture, interfacing peripherals, machine language programming, and system software design.

**363 INTRODUCTION TO SYSTEMS DEVELOPMENT 3 F.S**  
*COM 223 and 15 hrs in ACS req.*

Development of computerized information systems emphasizing structured systems analysis and the project leader's role in the organization and control of the development process.

**364 SOFTWARE DESIGN 3 F.S**  
*ACS 363 req.*

Structured design methodologies and implementation strategies in information system software development. Emphasizes psychological aspect of development, accurate reflection of the problem, correctness, reliability, maintainability.

**368 TOPICS IN SYSTEMS DESIGN 3 S**  
*ACS 363, 364.*

Advanced topics in systems analysis, design, and development.

**372 EXTERNAL DATA STRUCTURES 3 F.S**  
*ACS 272 req. Materials charge optional.*

External file design, VSAM, IBM utilities and sort/merge, basic concepts of IBM/MVS operating systems, and extensive study of JCL. Programming in COBOL.

**376 INTRODUCTION TO ONLINE SYSTEMS 3 F.S**  
*ACS 363 and 372 or conc reg req. Materials charge optional.*

Design, development, and implementation of online system applications using CICS with studies in data communications concepts, hardware, man-machine interaction, networking, and distributed processing.

**378 DATABASE PROCESSING 3 F.S**  
*ACS 278, 363 and conc reg in 372 req.*

Database software design philosophies: hierarchical, network, relational. Study of major commercial packages. Implications for systems development and management of the information resource.

**383 PRINCIPLES OF OPERATING SYSTEMS 3 S**  
*ACS 283 req.*

Functional criteria for operating system design. Job management, task management, data management, resource allocation and dump and trace facilities.

**385 TOPICS IN COMPUTER SCIENCE 3 S**

*Jr or Sr standing. Prerequisites vary with topic chosen.  
May be repeated if content different.*

In depth study of a topic such as compiler design, artificial intelligence, programming language and digital logic design.

**390 INDEPENDENT STUDY 1-3 F.S**

**391 DIRECTED PROJECT IN APPLIED COMPUTER SCIENCE 1-6 F.S**  
*ACS 364 and one of 372, 355, or 288 req. ACS maj only.  
May be repeated. Max 16 hrs combined credit in ACS 298, 391, 398.*

Team design and/or implementation of a modest sized computer based system in a live environment under faculty supervision.

**398 PROFESSIONAL PRACTICE: IN APPLIED COMPUTER SCIENCE 1-6 F.S**

*ACS 363 and either ACS 272 or 288. By application and prior approval of ACS Prof Practice Committee only.  
ACS maj only. May be repeated. Max 16 hrs credit in Professional Practice; Max 3 hrs Professional Practice maj.*

**398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED COMPUTER SCIENCE**

**398.50 PROFESSIONAL PRACTICE: COOP IN APPLIED COMPUTER SCIENCE**

## CRIMINAL JUSTICE SCIENCES (CJS)

401 Schroeder Hall

**Acting Chairperson:** Steven G. Cox.

**Faculty:** Associate Professor: Cox. Assistant Professors: Ellsworth, Klofas, Smith, Weisheit. Instructor: Fortune, Lecturer: Alexander.

## Criminal Justice Sciences Programs

Degrees Offered: B.A., B.S.

The purpose of the Criminal Justice Sciences program is to provide the student with a system orientation to the field of criminal justice. Study in criminal justice involves the application of principles of criminal justice and the related behavioral and social sciences to problems and issues in the field of criminal justice. The program, therefore, focuses on the building of knowledge in the areas of law enforcement, courts, and corrections from a social science perspective. Students develop a knowledge base for an in-depth understanding of human behavior and the kinds of problems and circumstances that often result in criminality. Finally, the program provides students with the opportunity to gain necessary skills in the area of interviewing, program development, community organization, planning and research to function in a professional position in the field of criminal justice.

### MAJOR IN CRIMINAL JUSTICE SCIENCES

- 55 hours required.
- Required courses: CJS 101, 200, 201, 207, 300, 304, 390 or 395, 398.01 (6 hours)\*, 398.02 (6 hours)\*.
- 22 hours of electives selected with the approval of an academic adviser. A minimum of 12 hours must be selected from Department of Criminal Justice Sciences course offerings. Elective courses recommended in other departments: POS 215, 231, 281, 330, 331; PSY 131, 232, 302, 350; SAS 221, 263, 264, 365, 367; SED 362; FAL 208; MAM 220, 221. Students who major in Criminal Justice Sciences must complete the following courses or equivalents: ENG 145; SAS 106; PSY 111.

\*It is the responsibility of students wishing enrollment in CJS 398.01 and 398.02 to make application for the purposes of determining eligibility and discussing placement alternatives with the Criminal Justice Sciences internship coordinator upon completion of 75 semester hours, or approximately two semesters prior to desired enrollment. The department will notify students when application meetings are to be held each semester. To be eligible, the student shall have completed a minimum of 90 semester hours including all prerequisites, shall have a minimum cumulative GPA of 2.2, shall have a minimum GPA of 2.2 in Criminal Justice Sciences courses, and shall have been off academic probation for the previous full semester.

CJS 395, 398.01 and 398.02 may be waived for students who have completed one or more years of employment in a criminal justice agency provided that employment occurred within the preceding five years, or who academically or situationally are ineligible for the internship. If a waiver is granted the student will be required to complete the equivalent number of hours of course work with the approval of the departmental academic adviser from CJS 297, 303, 305, 310, 322, 339, 340, 360; POS 330, 331; PSY 302, 350; SAS 365, 367; SED 362. Students who have completed ACE evaluated training programs may substitute the training for CJS 395 and 398.01.

### **MINOR IN CRIMINAL JUSTICE SCIENCES**

- 21 hours required.
- Required courses: CJS 101, 200, 201, 207, 304.
- 6 hours of electives selected with the approval of an academic adviser from the Department of Criminal Justice Sciences course offerings.

**Honors in Criminal Justice Sciences:** The department offers honors study in Criminal Justice Sciences to highly qualified students who will pursue an individualized program of study. The honors program enables the superior student to focus on topics of the student's own choosing in close consultation with a department faculty member. In order to qualify, the student must have achieved a GPA of 3.30 or better, both overall and in the major. The student must complete an independent study worth at least 3 semester hours credit (CJS 299-Independent Honors Study) and must complete at least an additional 3 semester hours credit of in-course honors or honors undergraduate research (IDS 285 or 286) in the department. In addition to the six hours credit for department honors, the student must also complete SAS 240 (Social Statistics) or its equivalent with a grade of B or better. Students interested in participating in the honors program should inquire about admission in the office of the Department of Criminal Justice Sciences.

## **Criminal Justice Sciences Courses**

### **101 INTRODUCTION TO CRIMINAL JUSTICE SCIENCES 3 US-7 F.S**

*Materials charge optional. Attendance at films req.*  
An analysis of the criminal justice system focusing on the police, courts, and corrections.

### **200 CONTEMPORARY CORRECTIONS 3 F.S**

*CJS 101 rec. Maj/min only or cons inst.*  
Familiarizes students with correctional alternatives as they currently exist. Controversies and emerging trends in corrections will be considered.

### **201 CRIME AND BEHAVIOR 3 F.S**

*CJS 101, SAS 106, PSY 111 rec. Maj/min only or cons inst. Materials charge optional. Formerly PSYCHOLOGICAL PRINCIPLES APPLIED TO CORRECTIONAL REHABILITATION.*

Theoretical and conceptual explanations of criminal behavior.

### **206 FUNDAMENTALS OF CRIMINAL INVESTIGATION 3 S**

*CJS 101 or cons inst rec.*  
An intensive analysis of the criminal investigation process including information gathering and analysis, preservation of evidence, legal issues, and investigative strategies.

### **207 CONTEMPORARY POLICING IN AMERICA 3 F.S**

*CJS 101 rec. Maj/min only or cons inst.*  
Survey of law enforcement, its history, police practices, functions, and related issues and concepts of contemporary police.

### **212 COMMUNITY-BASED CORRECTIONS 3 F.S**

*CJS 101, 200, ENG 145, and cons inst req. Not for credit if had both COR 202 and COR 203. If had COR 202 but not COR 203, can be substituted for COR 203 for students under catalogs prior to 1982-83. If under catalog prior to 1982-83 and have had neither COR 202 and COR 203, may substitute CJS 212 and 3 hours of CIS electives, selected with departmental adviser approval. Materials charge optional.*

Theoretical basis, current methodology, and operations: Court counselors, citizen action, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers, and probation and parole.

### **215 JUVENILE JUSTICE 3 F**

*CJS 101 or cons inst. Formerly CJS 301.*  
The processing and treatment of juvenile offenders. Examines the organization, operation and goals of the individuals, agencies and institutions that work with youthful offenders.

### **300 EVALUATIVE RESEARCH OF PROGRAMS IN CRIMINAL JUSTICE 3 F.S**

*CJS 101. Maj/min only or cons inst.*  
Course enables student to analyze research in criminal justice and systematically evaluate the process and outcome of programs in the field.

### **303 POLICE ATTITUDES AND BEHAVIOR 3 S**

*CJS 101 or cons inst req.*  
Analysis of police attitudes and behavior focusing on occupational roles, police social systems, community/minority relations and police practices.

### **304 CRIMINAL LAW 3 F.S**

*CJS 101 rec. Maj/min only or cons inst. Formerly COR 204.*  
Survey of criminal law, including development of substantive criminal law. Examination of judicial opinions related to the criminal justice process.

### **305 RULES OF EVIDENCE FOR THE ADMINISTRATION OF JUSTICE 3 S**

*CJS 101 or cons inst req; POS 326 rec.*  
Examination of types of evidence, standards of proof, and legal requirements relating to the admissibility of evidence in court.

### **310 CORRECTIONAL INSTITUTIONS 3 F.S**

*CJS 101, 200, or cons inst req. Materials charge optional. Formerly CJS 205.*  
An intensive analysis of correctional institutions and jails focusing on management issues, inmate subcultures and prisonization.

### **322 CORRECTIONAL COUNSELING 3 F.S**

*CJS 201, and cons inst req. Materials charge optional.*  
Development of interpersonal communication, and decision-making skills for direct intervention with correctional clients.

### **339 WOMEN IN CRIMINAL JUSTICE 3 S**

*CJS 101, or cons inst rec.*  
Examines historical and theoretical perspectives and contemporary trends concerning women and crime, and processing of women by the criminal justice system.

**340 ORGANIZED AND  
WHITE COLLAR CRIME 3**

F

*CJS 101 or cons inst rec.*

Analysis of organized and white collar crime problem in America. Topics include prevalence, impact, laws and investigative techniques.

**360 ISSUES IN CRIMINAL  
JUSTICE 1-4**

F.S

*May be repeated once if content different.*

A critical and analytical study of a contemporary issue or controversy in the field of criminal justice.

**390 INDEPENDENT STUDY 1-6**

F.S

*Overall GPA 3.0; GPA 3.0 in maj and conc reg in 398.01 req. Cons inst and dept chair req.*

Allows senior undergraduate students registered for out-of-state internships to pursue areas of special interest independently and/or to work on special projects in lieu of CJS 395. In order to register, students must submit a proposal outlining the project which they wish to pursue.

**395 CRIMINAL JUSTICE  
ADMINISTRATION 3-4**

F.S

*CJS 101, 200, 201, 207, 300, 304, cons inst, and conc reg in 398.01 req. For undergraduate CJS maj only. Materials charge optional.*

Aspects of organizational behavior in criminal justice agencies will be considered to enable the student to better understand on-the-job experiences.

**398.01 PROFESSIONAL PRACTICE:  
CRIMINAL JUSTICE****INTERNSHIP I 6**

F.S

*Conc reg in CJS 395 or 390 and cons inst req. See CJS maj reqs for enrollment limitations. Materials charge optional. Formerly COR 397: CRIMINAL JUSTICE INTERNSHIP I.*

Field placement in a criminal justice related agency. Interns work with designated agency personnel and receive an overview of agency functions.

**398.02 PROFESSIONAL PRACTICE:****CRIMINAL JUSTICE****INTERNSHIP II 6**

F.S

*CJS 398.01 and cons inst req. See CJS maj reqs for enrollment limitations. Materials charge optional. Formerly COR 398: CRIMINAL JUSTICE INTERNSHIP II.*

Intensive experience in a single criminal justice agency setting.

# **HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE (HPR)**

215 Horton

**Acting Chairperson:** Betty Keough.

**Faculty:** Professors: Bass, Collie, Crafts, Dohrmann, Eichstaedt, Gorman, Greenlee, Imel, Jones, Keough, Koehler, Liverman, Mabry, McAdam, J. Scott, P. Scott, Truex, Weisbecker, Wilson, Workman. Associate Professors: Chapman, Chioldo, Girardi, Hellweg, Higgins, Kassing, Kauth, Quisenberry, Tcheng, Vanderbeck, Wang. Assistant Professors: Abshire, Belknap, Clanin, Crews, Engberg, Goodwin, Henderson, Meyers, Morton, Pankonin, Polacek, Rickards, Sorrells, Stephens, Stumbo, Weith, Wennerstrom, Westhoff. Instructors: Baldea, Johnson, Schmucker, Taylor.

**Honors in Health, Physical Education, Recreation and Dance:** The Department of Health, Physical Education, Recreation and Dance offers the highly qualified major or minor student an individualized program. Students who are interested apply for admission to the program, offering general academic qualifications. The final designation *Honors in Health, Physical Education, Recreation and Dance* is earned by completing the program and fulfilling specific criteria. Additional information may be obtained from the chairperson of the Department of Health, Physical Education, Recreation and Dance.

**Professional Practice:** Internship and cooperative education experiences are available at all levels (198, 298, 398) in Dance, Physical Education, and Recreation and Park Administration. Students may earn from 1-16 hours. No more than 16 hours may be applied toward graduation. Professional practice experiences are supervised work experiences in businesses, agencies, organizations, and institutions and are both paid and unpaid. For further information, contact the professional practice coordinator in your major.

**Readmission Policy:** Students who have been dropped from the department because of repeated academic probation may be readmitted after they have repeated D's and F's in courses required by their major, and when their cumulative GPA reaches 2.0 if they are in a non-teaching option or 2.2 if they are in a teaching option in dance or physical education. Students majoring in one of the sequences leading to teacher certification in dance or physical education must also meet the standards for teacher education programs described by programmatic policies for selective admission and retention.

## **Dance Programs**

Degrees Offered: B.A., B.S., B.S. in Ed.

### **DANCE LABORATORY**

The Illinois State University Dance Laboratory is an extension service unit of the Department of Health, Physical Education, Recreation, and Dance, facilitated by the College of Continuing Education and Public Service.

The laboratory serves as an instructional model for teaching/learning experiences and supervised professional practice experiential education. The laboratory provides quality dance instruction and related art experiences for pre-schoolers through adults.

### **MAJOR IN DANCE**

- Core Requirements: HPR 120, 122 (or competence), 122.02 (or competence), 123 (or competence), 123.02 (or competence), 124 (or competence), 124.02, 125, 163 (4 hrs), 165, 260, 267 or 282, 268, 367, 368.

- Students must complete one of the following Sequences in addition to the Core:

#### **Commercial/Studio Sequence:**

- 55 hours in HPR required.
- HPR 162, 169 (2 hrs), 181, 360, 362, 363 (4 hrs), 364, 365; BEA 250; HEC 121 or FAL 208.

- Students wishing to emphasize performance/choreography skills may substitute dance courses selected with the approval of an adviser for HPR 360, 364; BEA 250; HEC 121 or FAL 208.

#### **Teacher Education Sequence:**

- Part of Entitlement programs leading to Certification: Secondary 6-12.

- 36 hours in HPR required.
- Completion of a teaching minor is required for certification in dance.
- HPR 162, 169, 360, 364.
- Professional Education courses (22 hrs): PSY 215; C&I 200 (8 hrs), or 200.01 and 200.02 and 200.03 and 200.04 (8 hrs), or C&I 215 and 216 and SED 218 (8 hrs); EAF 228 or 231 or 235; STT 399 (8 hrs).
- Required University Studies courses: PSY 111; BSC 181 or HPR 181 (HPR 181 does not satisfy University Studies requirements).

### **MINOR IN DANCE**

- Required courses: HPR 120, 122 (or competence), 122.02 (or competence), 123 (or competence), 123.02 (or competence), 124, 125, 162, 163, 165, 367, 368.
  - Students must complete one of the following sequences:
- Performance Sequence:**
- 4 additional hours with adviser approval.
- Teacher Education Sequence**
- BSC 181 (US-3) or HPR 181, HPR 260, 267 or 282.

## **Physical Education Programs**

Degrees Offered: B.A., B.S., B.S. in Ed.

### **COMPREHENSIVE PHYSICAL EDUCATION**

#### **MAJOR**

**Teacher Certification Sequence:** 50 hours required. Part of entitlement program leading to certification: secondary 6-12; optional special K-12. Required Courses (30 hours): HPR 156, 157, 158, 181, 182 or 351, 221, 241, 252, 253, 258, 282, 383.

**Required Specific Physical Skills and Personal Safety Competencies:** Upon completion of 90 semester hours (or before student teaching for teacher certification students), all major students must verify competencies (knowledge and skill) in 12 selected physical education activities and in 3 areas of personal safety. The verification must be a matter of record in the department office. Minimum competency may be demonstrated by either (1) satisfactory completion of activity courses specifically designated major/minor with a grade of C or better, or (2) satisfactory completion of a major/minor proficiency examination in the specific activity. All major students must verify at least six of the twelve activity competencies at Illinois State by enrolling in selected courses designated as major/minor. A maximum of 6 hours may be earned through transfer credit or proficiency. Required skills and competencies are listed in the following plan:

- A. **Individual-Dual Activities.** Select Badminton (150.20), Tennis (150.70), Golf (150.50), Track-Field (150.80), Gymnastics (150.60), and Fitness and Conditioning (150.40).
- B. **Team Sports.** Select Basketball (151.10), Softball (151.20), Volleyball (151.30), and Soccer (152.30).
- C. **Dance Activities.** Select Folk and Square Dance 153.20 and either Social Dance (153.10) or Modern Dance (153.30).
- D. **Personal Safety Skills.** Students must verify minimum competence in personal safety skills at the time of admission as a major or before completing 90 semester hours (or before student teaching for teacher education students) as follows:
  1. **Swimming.** Satisfactory completion of any college level swimming course or presentation of a current ARC, YMCA, or YWCA intermediate or higher level certificate.

2. **First Aid.** Satisfactory completion of First Aid (180) with a grade of C or better, or satisfactory completion of a first aid proficiency test, or presentation of a current Standard ARC First Aid Certificate.

3. **Cardiopulmonary Resuscitation.** CPR techniques must be verified by presenting an operator's certificate.

**Elective Courses:** Students are encouraged to select one of the following areas of concentration to complete the 50 hours required of the comprehensive major: (1) Adapted Physical Education, (2) Aquatics, (3) Athletic Coaching, (4) Athletic Training, (5) Dance, (6) Recreation, (7) Elementary Physical Education, or (8) Secondary Physical Education. Written materials describing each area of concentration are available through departmental advisers.

**Non-Certification Sequence:** 50 hours required. Program requirements are the same as those for the Teacher Certification Sequence except HPR 298 is required instead of HPR 258.

### **MAJOR IN PHYSICAL EDUCATION**

**Teacher Certification Sequence:** 37 hours required. Part of entitlement program leading to certification: secondary 6-12; optional special K-12. Required Courses (30 hours): HPR 156, 157, 158, 181, 182 or 351, 221, 241, 252, 253, 258, 282, 383.

Required Specific Physical Skills and Personal Safety Competencies are the same as those listed above under the 50-hour Comprehensive Physical Education Major.

**Non-Certification Sequence:** 37 hours required. Program requirements are the same as those for the Teacher Certification Sequence.

### **Selective Admission-Retention Policy For the Teacher Education Programs in Physical Education**

**Selective Admission:** All physical education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of the catalog). Upon applying for admission to the departmental Teacher Education program, the Physical Education Major or Comprehensive Major must have verified the following:

1. A minimum of six semester hours in physical education at Illinois State with a minimum grade of C in each physical education course taken. The six semester hours must include two hours in HPR 158 (Instructional Strategies) and two hours in the Specific Physical Skills and Personal Safety Competencies.
2. A minimum GPA of 2.2 in professional physical education courses (theory and activity).
3. Satisfactory completion of the clinical experience (participation assignment) included in HPR 158 (Instructional Strategies). To achieve a satisfactory rating, the student must have an overall rating of 3 or above on a scale of 5 in this experience. If this rating is not achieved, a student must participate in a second assignment. A student must demonstrate improvement in this second experience by achieving a minimum rating of 4 or above. *Students who do not achieve a minimum rating of 4 or above on the second experience will not be recommended for admission to Teacher Education in Physical Education.*

4. Completion of a departmental application for admission to the Teacher Education Program and a projected program plan for graduation through contact with a departmental adviser.
5. Participation in a personal interview with the Program Director of Physical Education if so requested.
6. A positive recommendation from the Physical Education Program Director based upon evidence of satisfactory progress from faculty teaching in the major program.
7. If entering the major program as a freshman or sophomore, the student must comply with all university and physical education criteria for admission to Teacher Education upon the completion of 75 hours. Students, from on or off campus, who transfer into the program with 60 hours or more must complete the standards for admission no later than the completion of two regular semesters as a major student. Failure to be admitted to Teacher Education by these deadlines will make students ineligible for Teacher Certification in Physical Education at Illinois State University. Exceptional circumstances, such as health, may be a cause for reconsideration.
8. A student may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the committee will either reaffirm dropping the student as a major or reinstate on a probationary basis for a specific time.

**Selective Retention:** In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University and departmental teacher education program, must maintain a GPA of 2.2 in both the overall and departmental courses. A student falling below the required GPA will be placed on probation for one semester. If after one semester, the 2.2 GPA has not been re-established, the student will be dropped from the University and Departmental Teacher Education Program. The student may reapply for admission upon meeting all of the criteria again.
2. Satisfactory (grade of C) completion of HPR 258 (Directed Experiences in Physical Education).
3. Received a satisfactory recommendation from the departmental faculty assigned to supervise the clinical experience in HPR 258.
4. Completion of the following additional courses with a minimum grade of C: HPR 156, 157, 181, 182 or 351, 221, 241 and 282.

**Graduation Requirements and Entitlements:** No Physical Education course completed with a grade below C may be used to meet graduation requirements in the Physical Education majors.

Completion of the Teacher Certification Sequence in the 37 hour major or the 50 hour Comprehensive Major entitles the physical education graduate to the 6-12 secondary certificate and, the K-12 special certificate if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate if they so desire.

#### **MINOR IN PHYSICAL EDUCATION**

**Elementary Physical Education Sequence:** This is a teacher education program. 24 hours required. Required courses (21 hours): HPR 156, 157, 164, 221 or 222 (or C&I 250),

224, 225, 252, 253, 321. Elective courses (3 hours): One course from HPR 150.40, 150.60 or 150.80 and two courses from HPR 151.10, 151.20, 151.30, 152.20, 152.30.

**Secondary Physical Education Sequence:** This is a teacher education program. 24 hours required. Required courses: HPR 156, 157, 158, 241, 252, 253; 6 hours selected from among HPR 181, 182 or 351, 282; and 4 hours selected as follows: (a) 2 hours from HPR 150.10 or 150.30, 150.20 or 150.70, 150.40, 150.50, 150.60, 150.80 or 150.90; (b) 1 hour from HPR 151.10, 151.20, 151.30, 152.20, 152.30; and (c) 1 hour from HPR 153.20, 153.30, 163.

**Athletic Coaching Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois. 24 hours required. Required courses: HPR 181, 182 or 351, 207, 384, 398; 2 hours selected from HPR 210, 211, 212, 213, 214; 2 or 3 hours selected from HPR 252, 253, 4 or 6 hours selected from HPR 180, 209, 282, 304, 349, 387, or any other courses listed above.

**Athletic Training Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois. This sequence meets all necessary academic requirements for certification by the National Athletic Trainers' Association. Students interested in NATA certification should consult the Athletic Training Program Coordinator in the department for further information. 24 hours required. Required courses: HPR 113, 180, 181, 282, 351, 384, 387, and 6 hours of HPR 388.

## **Recreation and Park Administration Program**

Degree Offered: B.S.

Students are to obtain advising material related to Recreation and Park Administration in the Program's main office. A designated Recreation and Park Administration faculty member will assist students in advising all Program areas. Each semester appropriate courses are to be selected and determined with the approval of a Program adviser.

#### **Recreation and Park Administration Major**

- 37 hours required.
- Required courses: HPR 170, 171, 271, 275, 298.01, 370, 371, 375, 378, 398.
- A second major or minor is recommended in consultation with a Program adviser.

#### **Program Management Sequence**

- 73 hours required of which 15 satisfy University Studies requirements.
- Required courses: (28 hours of core courses) HPR 170, 171, 271, 298.01, 375, 378, 398; (17 hours of Sequence courses) HPR 174, 275, 277 or 278, 370, 371, 376.
- 13 hours of additional courses as follows: 9 hours selected from ACC 131, 160, FAL 208; MAM 220, 230, 323; 4 hours selected from ART 100, 101, 183, 202, 207, 221, 224, 228, 232, 235, 261, 307, MUS 111, 113, 115, 117, 118, 121, 126, 131-138, 171, 194, 294, THE 153, 183, 280, HPR 101-153, 164, 180.
- University Studies requirements: COM 123 or 223, ECO 101, PSY 111 or SAS 106, PSY 112 or 131 or SAS 261, ACS 140.

#### **Therapeutic Recreation Sequence**

- 70 hours required, of which 12 satisfy University Studies requirements.

- Required courses: (28 hours of core courses) HPR 170, 171, 271, 298.01, 375, 378, 398; (20 hours of Sequence courses) HSC 105, HPR 181, 182, 273, 279, 370, 376.
- 10 hours of additional courses as follows: 5 hours selected from PSY 301, 302, 333, 346, 347, 350, SAS 211, 212, 221, 263, 365, SED 145, 343, 353, HPR 382, 383, 385, 2 hours selected from HPR 101-153, 180, 3 hours selected from ART 101, 202, 207, 224, 228, 235, MUS 294, 340, 371, THE 153, 183, 280, 348.
- University Studies requirements: COM 123 or 223, PSY 111 and SAS 106, ACS 140.

**Recreation and Park Administration Minor**

- 24 hours required.
- Required courses: HPR 170, 171, 174, 271, 370, 371, 375.
- 5 hours of courses selected from: HPR 115, 172, 270, 273, 274, 275, 277, 278, 279, 358, 359, 370, 372, 373, 374, 376.

**Physical Education Courses**

Some sections of these courses may be restricted to HPR majors.

An optional locker and towel charge will be assessed for students in selected physical education activity courses.

**100 ADAPTED ACTIVITIES AND MEDICALLY PRESCRIBED EXERCISES 1 F.S**

*For persons assigned by the Health Service or a personal physician. Course offered on a credit/no credit basis only. May be repeated if necessary.*

Medically prescribed exercises for handicapped students, faculty, and community members in need of corrective and rehabilitative programs.

**101 CROSS-COUNTRY SKIING 1 S**

Introduction to cross-country skiing emphasizing techniques, selection and care of equipment, safety and touring.

**102 BACKPACKING 1 F**

*Field trip req. Materials charge optional.*

Introduction to backpacking including the basic techniques and knowledge necessary for hiking and surviving in the outdoor environment.

**103 TARGET ARCHERY 1 F**

*Not for credit if had HPR 150.10.*

An introductory course covering basic skills and knowledges of tackle, bracing, stance, shooting, form, aiming, safety, and bow sights.

**104 NEUROMUSCULAR RELAXATION 1 F.S**

The study and practice of a neuromuscular relaxation system based upon developing a knowledge and understanding of progressive relaxation as a method of recognizing and controlling tension.

**105 BADMINTON I 1 F.S**

*Not for credit if had HPR 150.20.*

Introduction to the basic strokes and strategies of badminton. Tournament play in singles and/or doubles.

**105.02 BADMINTON II 1 F.S**

*HPR 105 or equiv skills req.*

Intermediate and advanced techniques and strategies. Competition in singles, doubles, and mixed doubles.

**106.02 BASKETBALL II 1 F.S**

Development of intermediate and advanced skills and strategies of basketball.

**108 BILLIARDS I 1 F.S**

*Materials charge optional.*

Basic shooting techniques with focus on stance, bridge and cue ball contact. Experience in games of Basic Pocket Billiards, Rotation and Eight Ball.

**108.02 BILLIARDS II 1 F.S**

*HPR 108 or intermediate playing ability req. Materials charge optional.*

Development of complex skills such as Caroms, Banks, and combination shots. Emphasis on spin, and the application of English.

**109 FIELD HOCKEY 1 F**

*Not for credit if had HPR 152.10.*

Beginning knowledge, skills and strategies of the game of field hockey.

**110 WEIGHT CONTROL 1 F.S**

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

**112 BOWLING I 1 F.S**

*Not for credit if had HPR 150.30. Materials charge optional.*

Development of basic skills and knowledges for the non and beginning bowler.

**112.02 BOWLING II 1 F.S**

*HPR 112 or intermediate skill in bowling req. Materials charge optional.*

Development of more consistency with strikes and spares, an understanding of taps, lane conditions, ball tracks. Participation in a variety of tournaments.

**113 PERSONAL FITNESS 2 US-7 F.S**

*Not for credit if had HPR 150.40. Materials charge optional.*

An individualized approach to cardio-respiratory fitness based on knowledge of the specific effects of exercise.

**116 CANOEING I 1 F.S**

*Ability to swim in deep water req.*

An introductory course in handling and the proper care of a canoe. Special emphasis upon individual safety and the paddling strokes.

**119 GOLF I 1 F.S**

*Not for credit if had HPR 150.50.*

A basic course in golf designed for the beginner or high handicap golfer.

**119.02 GOLF II 1 F.S**

*HPR 119 or evidence of intermediate skills in golf req.*

Designed for experienced or low handicap player. Refinement of basic and advanced strokes. Development of game and course strategy.

**127 SWIMMING I-BEGINNING 1 F.S**

*Materials charge optional.*

For non-swimmers and fearful swimmers with no basic swimming skills. Instruction in adjustment skills and basic techniques of safety and swimming.

**127.02 SWIMMING II-INTERMEDIATE 1 F.S**

*Formerly HPR 128. Materials charge optional.*

For swimmers with limited skills. Emphasis on basic strokes and introduction to basic diving techniques.

**127.03 SWIMMING III-ADVANCED 1 F.S**

*Materials charge optional.*

For moderately skilled swimmers to develop and refine strokes and related aquatic skills.

## 62 Health, Physical Education, Recreation and Dance

### 131 LIFE SAVING 2 F.S

American Red Cross Swimmers or Advanced Swimmers skill level req. Completion meets Red Cross cert reqs. Certificate may be purchased from ARC.

For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures.

### 132 WATER SAFETY INSTRUCTORS COURSE 2 F.S

Current American Red Cross Life-Saving Certificate req.

Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross Water Safety Instructor certification.

### 133 SELECTED ACTIVITIES 1 F.S

Selected beginning and/or intermediate activities offered as experimental programs.

### 136 VOLLEYBALL I 1 F.S

*Not for credit if had HPR 151.30.*

Basic skills, rules and strategies involved in the game of volleyball, and application in tournament play.

### 136.02 VOLLEYBALL II 1 F.S

*HPR 136 or intermediate skill in volleyball req.*

Advanced knowledges, skills and strategies of the game of volleyball, and application in a competitive situation.

### 137 SOCCER 1 F

*Not for credit if had HPR 152.30.*

Basic skills, rules, and strategies necessary for game play. Fundamentals emphasized with application in competitive play.

### 139 GYMNASTICS I 1 F.S

*Not for credit if had HPR 150.60.*

Basic elements in floor exercise, vaulting, balance beam and uneven bars for women and basic elements in floor exercise, pommel horse, rings, vaulting, and parallel bars for men.

### 139.02 GYMNASTICS II 1 F.S

*HPR 139 or equiv skills req.*

Refinement of basic gymnastic skills and events specially identified as men or women. Development of routines. Introduction to scoring.

### 140 FENCING I 1 F.S

Fundamentals of fencing; bouting; directing and judging a bout.

### 142 TENNIS I 1 F.S

*Not for credit if had HPR 150.70.*

Introduction to the basic strokes and beginning strategy of tennis. Tournament play in singles and/or doubles.

### 142.02 TENNIS II 1 F.S

*HPR 142 or equiv skills req.*

Introduction to intermediate strokes and review of basic strokes. Emphasis on doubles play.

### 143 TUMBLING I 1 F

An introduction to the basic skills of tumbling. Includes rolls, balance and springs. Development of tumbling routines.

### 147 WEIGHT TRAINING 1 F.S

Basic knowledges and concepts of use of resistive exercises to increase muscular strength and endurance. Participation in an individual weight program.

### 148 WRESTLING 1 F.S

*Not for credit if had HPR 150.90.*

Instruction in basic neuromuscular skills necessary for participation in wrestling. Knowledge of various styles of wrestling.

### 149 FLAG FOOTBALL 1 F

*Not for credit if had HPR 152.20.*

Development of fundamental football skills and strategies needed for game of flag football.

### 150.10 ARCHERY (Maj/Min) 1 F.S

Basic skills and safety in target archery. Selected organizational and instructional procedures and error analysis appropriate for teaching target archery.

### 150.20 BADMINTON (Maj/Min) 1 F.S

Introduction to the basic strokes and strategies of badminton. Emphasizes teaching strategies and class organization utilized in badminton.

### 150.30 BOWLING (Maj/Min) 1 F.S

Introduction to the basic and intermediate skills and knowledges of bowling. Selected organizational and instructional procedures appropriate for teaching bowling.

### 150.40 FITNESS & CONDITIONING (Maj/Min) 1 F.S

*Materials charge optional.*

An individualized approach to the development of cardio-respiratory fitness based upon an understanding of the specific effects of exercise.

### 150.50 GOLF (Maj/Min) 1 F.S

Presentation of basic skills and knowledges in golf methods and procedures for golf teaching.

### 150.60 GYMNASTICS (Maj/Min) 1 F.S

Instruction in the basic skills and techniques of various gymnastics events with emphasis on spotting and teaching strategies.

### 150.70 TENNIS (Maj/Min) 1 F.S

Introduction to the basic strokes and knowledge of tennis. Emphasizes teaching strategies and class management utilized in tennis.

### 150.80 TRACK AND FIELD (Maj/Min) 1 F.S

Instruction in the basic skills and techniques of various track and field events. Techniques of teaching will be presented.

### 150.90 WRESTLING (Maj/Min) 1 F.S

Development of fundamental wrestling skills and strategies with emphasis on teaching progressions, drills and strategy.

### 151.10 BASKETBALL (Maj/Min) 1 F.S

Development of fundamental basketball skills with emphasis on selected teaching progressions, drills, and strategies.

### 151.20 SOFTBALL (Maj/Min) 1 F.S

Development of fundamental softball skills and strategies. Emphasis on class organization, teaching progressions, and indoor activities.

### 151.30 VOLLEYBALL (Maj/Min) 1 F.S

Basic skills and strategies involved in the game of volleyball, and application in game play. A teaching progression is emphasized.

### 152.10 FIELD HOCKEY (Maj/Min) 1 F

Beginning knowledges, skills and strategies of the game of field hockey. Teaching strategies will be presented.

### 152.20 FLAG FOOTBALL (Maj/Min) 1 F.S

Development of basic skills and strategies. Selected organizational and instructional procedures appropriate for teaching flag football.

### 152.30 SOCCER (Maj/Min) 1 F

Basic skills, rules and strategies for game play; safety; selected organizational and instructional procedures appropriate for teaching soccer.

**153.10 SOCIAL DANCE (Maj/Min) 1 F.S**

Basic couple movement concepts, fundamentals and techniques of social dance, and teaching methods.

**153.20 FOLK AND SQUARE DANCE (Maj/Min) 1 F.S**

Basic skills and knowledges of folk and square dance. Class organization, selected techniques of teaching and assessment of skills included.

**153.30 MODERN DANCE (Maj/Min) 1 F.S**

Basic movement concepts, fundamentals of improvisation and composition, and teaching methods.

**155 CAREERS IN PHYSICAL EDUCATION, RECREATION AND DANCE 2 S**

Introduction to career possibilities in the related fields of physical education, recreation and dance. Societal and employment trends affecting these fields.

**156 DIMENSIONS OF HUMAN MOVEMENT 2 F.S**

*Materials charge optional.*

Introduction, understanding and appreciation of discipline of human movement, and its relationship to career options in physical education.

**157 BIOSCIENTIFIC PERSPECTIVES OF HUMAN MOVEMENT 2 F.S**

*HPR 156 or cons instr req.*

The study of human movement throughout one's total life span as it is delineated by innate and environmental factors.

**158 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION 2 F.S**

*C&I 200.01 (grade of C or better req.) or conc reg. Incl Clin Exp.*

An introduction to the development of teaching skills in physical education. Emphasis upon practicing skills of teaching through micro-lessons and peer teaching.

**159 OFFICIATING 1 F.S**

*May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area.*

Instruction, practice, and examination of officiating or judging techniques for the following sports; FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball and swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, and tennis.

**180 FIRST AID 2 US-7 F.S**

*Completion meets Red Cross cert reqs. Materials charge optional.*

*Certificate may be purchased from ARC.*  
Accident prevention and action to be taken in cases of accident and sudden illness in the home, school and community. Students successfully completing this course will have an opportunity to receive certification in Red Cross Standard First Aid. Instruction in CPR techniques and opportunities for certification in CPR is also provided.

**181 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S**

Gross structure and physiology of the human body; particular attention to the skeletal and muscular systems.

**182 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S**

Emphasis on the nervous, circulatory, respiratory, and digestive systems.

**207 THE COACH AND INTERSCHOOL ATHLETICS 2 F.S**

An introduction to interschool athletic programs including basic philosophy, governing organizations, administrative duties of coaches and direct coaching responsibilities.

**209 SPORTS SAFETY 3 S**

Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.

**210 BASEBALL COACHING 2 F.S**

*HPR 207 or previous experience as a player or youth coach or cons instr req. Soph standing req.*

The theory and coaching of baseball essential to the professional preparation of those interested in coaching: history, philosophy, techniques and fundamentals.

**211 BASKETBALL COACHING 2 F.S**

*HPR 207 or previous experience as a player or youth coach or cons instr req. Soph standing req.*

A course for professional preparation of coaches of basketball. Included are history, philosophy, techniques, and tactics of basketball.

**212 FOOTBALL COACHING 2 F**

*HPR 207 or previous experience as a player or youth coach or cons instr req. Soph standing req.*

Theory and techniques of basic offensive and defensive football. The history, development of trends, modern innovations are included.

**213 TRACK AND FIELD COACHING 2 S**

*HPR 207 or previous experience as a player or a youth coach or cons instr req. Soph standing req.*

Understanding and application of various training methods and coaching techniques in track and field events.

**214 WRESTLING COACHING 2 F**

*HPR 148, 207 or previous experience as a participant or youth coach or cons instr req. Soph standing req.*

Techniques and methods of coaching wrestling. Includes teaching techniques, conditioning, diet, ergogenic aids, motivational aids, scheduling and building a program.

**221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM 3 F.S**

*Incl Clin Exp. Materials charge optional.*

Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory sessions in activities.

**222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER 2 F.S**

*Not for credit maj min. No credit if in Elementary Education Core program. Incl Clin Exp.*

Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory sessions in activities.

**224 MOVEMENT EXPERIENCES FOR THE YOUNG CHILD 3 S**

*HPR 221 or 222 or conc reg req. Incl Clin Exp.*

Development of a basic movement approach to teaching preschool and primary physical education. Problem solving as method of teaching. Skills, knowledges and concepts underlying traditional activities.

**225 MOTOR DEVELOPMENT OF CHILDREN 3 F**

*Incl Clin Exp.*

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

## 64 Health, Physical Education, Recreation and Dance

### 230 ADMINISTRATION OF AQUATICS 2

Organization and administration of instructional, recreational, and competitive aquatic programs. Personnel selection, training, facility management.

### 241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION 4 F.S

C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc req. C&I 216 or 390 or conc req req.

Development and administration of secondary physical education programs. Concepts and techniques of evaluation appropriate for the program and the learner in physical education.

### 252 CULTURAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S

HPR 156 or cons inst req. Materials charge optional.

Interrelationship of selected historical, philosophical and sociological human movement concepts which have significance for physical education.

### 253 PSYCHOLOGICAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S

HPR 156 or cons inst req.

A study of socio-psychological variables, and selected aspects of learning as they pertain to human movement experiences.

### 258 DIRECTED EXPERIENCES IN PHYSICAL EDUCATION 2 F.S

HPR 158, 221, or conc reg req. Adm. to Teacher Ed. req. Incl Clin Exp. Materials charge optional.

Arranged clinical experience assignment that includes observation, participation, and teaching in an elementary physical education program. Class meets regularly twice a week as a seminar.

### 282 KINESIOLOGY 3 F.S

HPR 181 req. Materials charge optional.

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

### 295 HONORS SEMINAR 1 F.S

Introduction to independent honors study; identification and definition of problems; selected methods for problem solving; use of library resources.

### 298 PRACTICUM EXPERIENCE IN PHYSICAL EDUCATION 2 F.S

HPR 158 or cons prog dir req.

A practical experience in community settings other than public schools for non-teacher certification majors. Weekly seminar meetings accompany practicum.

### 304 TEACHING OF SPORTS 3 F

Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.

### 306 PSYCHOLOGY OF SPORT 3 F, Summer PSY 111 rec.

Psychological principles and concepts applied to sport situations and to individuals involved with sport activities.

### 317 SOCIOLOGY OF SPORT 3 S

Also offered as SAS 317.

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups and collective behavior.

### 321 CURRENT TRENDS IN ELEMENTARY PHYSICAL EDUCATION 3 S

HPR 221 or 222 or elem tchg exp req.

Discussion of current trends in elementary Physical education. Identification and implications of trends in elementary education affecting Physical education programs.

### 349 APPLIED MOTOR LEARNING 3 S

Perceptual-motor development and performance. Application of research, learning theories and assessment tools; maturational, perceptual and performance factors.

### 351 EXERCISE PHYSIOLOGY 3 F.S

HPR 181 or 157 req.

Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.

### 352 BIOMECHANICS OF HUMAN MOVEMENT 3 F.S

HPR 282 or cons inst req. PHY 108, MAT 108 rec.

Amplification of kinematics, including kinetics of human movements; introduction to high speed cinematography, biomechanics instrumentation and computer analysis.

### 382 SENSORY MOTOR EDUCATION OF THE MENTALLY HANDICAPPED 3 S

Cons inst req. Incl Clin Exp.

Physical education activities appropriate for the trainable mentally handicapped child. Related appropriate teaching techniques are emphasized.

### 383 ADAPTED PHYSICAL EDUCATION 2 F.S

HPR 181 req.

Methods, materials, and activities appropriate for adapted physical education programs in elementary and secondary schools.

### 384 INTRODUCTION TO ATHLETIC INJURIES 3 S

HPR 181 or cons inst req.

A practical course. Emphasis upon responsibilities, limitations, qualifications, liabilities, taping and bandaging, identification of basic athletic injuries, prevention and treatment techniques for injuries.

### 385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F.S

BSC 381 or HPR 282 req. Also offered as SED 385.

Lecture and laboratory. Incl Clin Exp.

Identification and treatment of physical defects of handicapped children; special services, equipment and procedures for school programs.

### 386 PHYSICAL EDUCATION FOR THE PHYSICALLY HANDICAPPED 3 S

HPR 221, 222 or C&I 250 req. Incl clin exp.

Methods for assessing motor and manipulative competencies, designing prescriptive programs, techniques for teaching motor and manipulative skills to persons with orthopedic, sensory, and mental impairments.

### 387 ADVANCED ATHLETIC INJURIES 3 S

HPR 384 req.

Concentrated study of specific athletic injury problems; attention given to nutrition, drugs, conditioning and rehabilitation.

**388 LAB/CLINICAL PRACTICE IN ATHLETIC TRAINING 1-3 F.S.**  
*Cons Athletic Training Coord req. Not for grad cr. May be repeated max 6 hrs.*

Supervised laboratory practice under the guidance of a certified athletic trainer. One hundred hours of assigned laboratory time equals 1 semester hour.

**394 HEALTH ASPECTS OF AGING 3 F.S.**  
*SAS 211 req. Materials charge optional. Also offered as HSC 394 and HEC 394.*

A study of the characteristics of the aging process and factors influencing adaptation and the quality of living.

**395 MEDIA AND MATERIALS IN HEALTH EDUCATION 3 F.Summer**  
*9 hrs in HSC or cons inst req. Same as HSC 395.*

Analysis and development of print and non-print materials and their use by health educators.

**396 HEALTH EDUCATION PLANNING AND PROMOTION 2 S**

*Nine semester hours in HSC or cons inst.  
 Theory and application of health education planning and promotion.*

**398 PROFESSIONAL PRACTICE:  
 COACHING PRACTICUM 1-3 F.S.**  
*HPR 207 and one of HPR 210, 211, 212, 213, or 214 or experience as participant or youth coach req. May be repeated. Max 3 hrs.*

Practical involvement in coach-team situation. Observation and sharing of coaching responsibilities including planning, practice, preparation, supervision, discipline, personal relationships, motivation, and public relations.

## Dance Courses

**120 RECREATIONAL DANCE FORMS 1 F.S.**  
*Not for credit if had HPR 153.20.*

An introduction to beginning principles and techniques of square dance, social dance, and folk dance.

**122 MODERN DANCE I 1 US-6 F.S.**  
*Formerly HPR 123 MODERN DANCE I.*

Emphasis on understanding modern dance as a creative art experience through technique, improvisation and composition.

**122.02 MODERN DANCE II 1 US-6 F.S.**  
*HPR 122. Formerly HPR 124 MODERN DANCE II.*

Continuation of 122 with emphasis on technique.

**123 BALLET I 1 US-6 F.S.**  
*A basic study of the techniques and principles of classical ballet.*

**123.02 BALLET II 1 US-6 F.S.**  
*HPR 123 or cons inst req.*

Continuation of basic study of the techniques and principles of classical ballet.

**124 JAZZ DANCE I 1 F.S.**  
*Formerly HPR 163 JAZZ DANCE I.*

An introduction to the techniques and styles of jazz dance.

**124.02 JAZZ DANCE II 1 F.S.**  
*HPR 124 or cons inst. Formerly HPR 164 JAZZ DANCE II.*

Continuation of the technique and styles of jazz dance.

**125 TAP DANCE I 1 F.S.**  
*Formerly HPR 169 TAP DANCE I.*

An introduction to the techniques and styles of tap dance.

**162 STUDIES IN MODERN DANCE I 3 F.S.**  
*HPR 122.02 or Cons inst. May be repeated max 6 hrs. Formerly HPR 166.*

Techniques and theory of modern dance.

**163 STUDIES IN BALLET 2 F.S.**  
*HPR 123.02 or cons inst. May be repeated max 6 hrs. Formerly HPR 165 STUDIES IN BALLET.*

Intensive training in the technique, vocabulary and style of classical dance.

**164 DANCE FOR THE ELEMENTARY SCHOOL 2 S**  
*Formerly HPR 162 DANCE FOR THE ELEMENTARY SCHOOL.*

Rhythmic elements, patterns, skill in teaching creative and traditional activities for elementary school children.

**165 DANCE COMPOSITION I 2 F**  
*HPR 162 or 163 or conc reg. Formerly HPR 125 DANCE COMPOSITION-TRADITIONAL APPROACHES.*

Theory and practice in spatial, temporal and dynamic design applied to choreography.

**169 DANCE PRACTICUM I 1 F.S.**  
*Successful audition for the University Dance Theatre. Conc enroll dance technique course or cons inst req. May be repeated max 10 hours (5 hrs. may be counted toward dance maj.).*

Practical experience in the areas of rehearsal, choreography, production and performance.

**260 SPECIAL METHODS IN DANCE I 1 F**

Basic principles and techniques of teaching dance in schools, studios, and agencies; planning lessons and teaching in selected dance activity classes.

**261.12 SOCIAL DANCE II 2 S**  
*Cons inst. Formerly HPR 269.*

Development of intermediate skills and techniques of ballroom and social dance; to expand understanding of basic couple movement concepts and teaching methods.

**261.32 FOLK DANCE II 2 F**  
*Cons inst. Formerly HPR 268 FOLK DANCE II.*

Intermediate and advanced folk dances from diverse cultures and their relationships to other folk arts, geography, and history.

**266 NOTATION I 3 S**  
*Formerly HPR 263.*

Fundamentals of Labanotation or other notation systems; the reading and recording of step patterns and gestures.

**267 MECHANICS FOR THE DANCER 3 S**  
*HPR 181 or BSC 181 req. Formerly HPR 262.*

Application of basic anatomical and mechanical principles of motion to teaching and performance in dance; coordination with principles of conditioning and prevention of injuries in dance.

**268 DANCE ACCOMPANIMENT 2 F**  
*Formerly HPR 265.*

Principles and techniques of accompaniment. Introduction to rhythmic analysis, sound production, and an historical overview of musical styles.

**295 HONORS SEMINAR 3 F.S.**  
*Advanced readings and critical discussion of dance education with broad areas of concern in social, cultural, philosophical, and scientific bases.*

## 66 Health, Physical Education, Recreation and Dance

|  |     |
|--|-----|
| 357 DANCE FOR CHILDREN 2   | F   |
| <i>HPR 162.</i>  |     |
| Methods and materials in traditional and creative activities; interrelationships of dance with other arts.   |     |
| 360 SPECIAL METHODS<br>IN DANCE II 3   | S   |
| <i>C&amp;I 200.01, 200.02, 200.03 req (Teacher Certification Sequence). HPR 260 or cons inst. Incl Clin Exp.</i>   |     |
| Supervised clinical experiences in teaching dance to secondary school, studio, and agency populations; selection of materials and instructional strategies for these groups. |     |
| 361 TEACHING OF FOLK<br>FORMS OF DANCE 2   | S   |
| <i>Formerly HPR 365 TEACHING OF FOLK FORMS OF DANCE.</i>   |     |
| Methods of teaching folk and social dance forms in the secondary school, college, and recreational situation.  |     |
| 362 STUDIES IN MODERN DANCE II 3   | F,S |
| <i>Cons inst. May be repeated, max 6 hrs. No more than 3 hrs may be counted toward the masters degree requirements. Formerly HPR 167.</i>                                    |     |
| Continued technical and theoretical development in modern dance.   |     |
| 363 STUDIES IN BALLET II 2   | F,S |
| <i>HPR 163 or cons inst. May be repeated, max 6 hrs. Formerly HPR 165.</i>   |     |
| Intermediate-advanced ballet technique and theory.   |     |
| 364 DANCE ADMINISTRATION AND<br>CURRICULUM DESIGN 3  | F   |
| <i>Formerly HPR 367.</i>   |     |
| Techniques for the curriculum, development, evaluation, and administration of dance in public schools, studios, universities, and community agencies.                        |     |
| 365 DANCE COMPOSITION II 2   | S   |
| <i>HPR 165 or cons inst req. Formerly HPR 368 DANCE COMPOSITION: EXPERIMENTAL APPROACHES.</i>  |     |
| Progressive experiences in individual and group composition focusing on semi-structure and improvisation.  |     |
| 366 HISTORY AND PHILOSOPHY<br>OF DANCE I 3   | F   |
| <i>Formerly HPR 361 HISTORY AND PHILOSOPHY OF DANCE I.</i>   |     |
| History, philosophy, and development of dance as a social and cultural medium from primitive times through the 16th century.   |     |
| 367 HISTORY AND PHILOSOPHY<br>OF DANCE II 3  | S   |
| <i>Formerly HPR 362.</i>   |     |
| History, philosophy, and development of dance from the 17th century to the present. Approaches, styles, and contributions of leading dance personalities.                    |     |
| 368 PRINCIPLES OF DANCE<br>PRODUCTION 3  | S   |
| <i>Formerly HPR 363.</i>   |     |
| Principles of public relations, publicity, costuming, lighting, and management used in producing dance performances.   |     |
| 369 DANCE PRACTICUM II 3   | F,S |
| <i>Choreography--cons inst. THE maj, lighting design: THE 261, 361 or equiv; THE maj, costume design: THE 130, 330, or equiv.</i>  |     |
| An intensive experience in the design, development, and implementation of a creative project culminating in dance performance.   |     |

## Recreation and Park Administration Courses

|  |     |
|--|-----|
| 115 OUTDOOR LIVING SKILLS 1  | F,S |
| <i>Formerly CAMPCRAFT I.</i>   |     |
| Techniques in skill development for successful living in the out-of-doors.   |     |
| 170 INTRODUCTION TO<br>LEISURE AND RECREATION 3  | F,S |
| Nature, scope, and significance of recreation and leisure. Introduction to the professional areas of recreation and leisure delivery systems.  |     |
| 171 RECREATION LEADERSHIP<br>TECHNIQUES 2  | F,S |
| <i>HPR 170 req. Fieldwork req. Formerly TECHNIQUES IN SOCIAL RECREATION.</i>   |     |
| Leadership skills in recreation, conducting activities; developing activities for various recreation events. Activities for organizations and professional groups in a variety of settings.                    |     |
| 172 CAMP LEADERSHIP 2  | S   |
| Experience in woodcraft skills, crafts, outdoor cookery, overnight trips, and other basic camp craft skills. Training for camp counselorships.   |     |
| 174 SCHOOL-COMMUNITY<br>RECREATION 3   | F   |
| Emphasis on school and leisure service agency development of recreation programs using community schools.  |     |
| 270 COMMUNITY SPORTS<br>ORGANIZATION 3   | S   |
| Purposes, objectives, organization and administration of team and individual sports; their role in community recreation.   |     |
| 271 RECREATION PROGRAMMING 2   | F,S |
| <i>HPR 171 req. Formerly RECREATION LEADERSHIP.</i>  |     |
| Planning, organizing, promoting, and evaluating recreation programs for a variety of clientele and leisure service delivery agencies.  |     |
| 273 INTRODUCTION TO<br>THERAPEUTIC RECREATION 3  | F   |
| Foundation concepts of recreation as therapy; internal organization of treatment settings; unique contributions of recreation in treatment and rehabilitation processes.                                       |     |
| 274 LEISURE SERVICES FOR<br>THE AGED 3   | S   |
| Role of leisure services as related to understanding and working with older adults. Emphasis on recreation programming as a mode of treatment.   |     |
| 275 PLANNING AND DESIGN OF<br>RECREATION FACILITIES 3  | F   |
| Discussion of and practice in techniques and principles of site planning, design, and development of recreation facilities in parks and other outdoor recreation settings.                                     |     |
| 276 PARK MAINTENANCE 3   | S   |
| Exploration of facility and grounds maintenance as a management function. Discussions will center on equipment, materials, and methods used in maintaining indoor and outdoor recreation facilities and areas. |     |
| 277 COMMERCIAL RECREATION AND<br>TOURISM 3   | F,S |
| Study of development, management, and future of profit-motive recreational agencies emphasizing employment possibilities.  |     |

**278 COMMUNITY YOUTH RECREATION SERVICES 3 F**

Scope, functions, and concerns of youth-serving agencies involved in recreation programming and facility provision.

**279 CLINICAL ASPECTS OF THERAPEUTIC RECREATION 3 S**

*HPR 273 or cons inst req.*

Survey of basic competencies associated with the clinical conduct of therapeutic recreation, including assistive techniques, leisure facilitation methods and treatment plan preparation.

**295 HONORS SEMINAR 3 F.S**

Advanced readings and critical discussion of recreation with broad areas of concern in social, philosophical, and scientific bases.

**298.01 PROFESSIONAL PRACTICE: PROGRAM PRACTICUM 2 S, Summer**

*HPR 271 or cons inst req. Jr. standing rec.*

Application of knowledge and skills in recreation programming to practical situations within a leisure service delivery system.

**358 CAMP LEADERSHIP PRACTICUM WITH HANDICAPPED ADULTS 3 Summer**

*Cons inst req. Students are required to live at the camp and sign a counselor conduct contract.*

Practical experiences in camp counseling and development of leadership skills with adult handicapped persons.

**359 CAMP LEADERSHIP PRACTICUM WITH THE DISADVANTAGED CHILD 3 Summer**

*Cons inst req. Students are required to live at the camp during the practicum.*

Practical experiences in camp counseling and administration in a resident group setting with disadvantaged children.

**370 RECREATION FOR SPECIAL POPULATIONS 3 F.S**

Materials for leadership techniques for conducting recreation for special groups, including mental and physically handicapped, aged, juvenile delinquents, armed forces, prisons, and hospitals.

**371 PARK AND RESOURCE MANAGEMENT 3 F.S**

Planning and operational procedures in acquiring, developing, and managing recreation and park areas and facilities.

**372 CAMP LEADERSHIP PRACTICUM WITH PHYSICALLY HANDICAPPED 3 Summer**

*Cons chair SED and chair HPR req. May be repeated.*

Counseling experience in a summer camp for physically handicapped children. Conferences on planning of daily activities, equipment and general program.

**373 PERSPECTIVES AND TRENDS IN OUTDOOR RECREATION EDUCATION 3 Summer**

*Pre-session only.*

Program management principles, outdoor survival techniques, assessment of factors affecting environmental impact, and discussion and analysis of environmental issues.

**374 OUTDOOR EDUCATION 3 F.S**

Principles and policies underlying public and school-related programs and materials in outdoor education.

**375 RECREATION AND PARK ADMINISTRATION 3 F.S**

*HPR 271 req; HPR 298.01 rec.*

Administrative/management functions in the operation of organized recreation and leisure delivery systems.

**376 EVALUATING AGENCY SERVICES 2 S**

*HPR 271, SAS 221 or 271, or cons inst.*

Use and methods of evaluation, including conceptualization, implementation and report preparation, with application to recreation and related social services.

**378 SEMINAR IN PROFESSIONAL PRACTICE 2 F.S**

*HPR 298.01, Sr standing req. Formerly HPR 278 SEMINAR IN INTERNSHIP.*

Orientation to the expectations and problems encountered in senior professional practice in recreation and park administration. Formal application and placement of practicum students.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN RECREATION AND PARK ADMINISTRATION 1-14**

*HPR 378, 2.2 GPA for ISU coursework.*

Supervised in-service practice under the guidance of professionally qualified personnel in leisure service agencies and University faculty.

**HEALTH SCIENCES (HSC)****103 Moulton Hall**

**Chairperson:** Charles T. Spencer.

**Faculty:** Professor: Nolte. Associate Professors: Spencer, Weller. Assistant Professors: Corsaut, Davami, Gruber, Kasa, Russelmann. Instructors: Bierma, Keyser, Nadakavukaren. Lecturers: Kaufmann, Tyler. Adjunct Faculty: Chow, Cortese, Folkens, Taraska.

**Environmental Health Programs**

Degree Offered: B.S.

**MAJOR IN ENVIRONMENTAL HEALTH**

- 39 hours in HSC required.
- Required courses (24 hours): HSC 245, 247, 248, 252, 254, 257, 258, 355.
- Professional Practice: 389.01 or 398.51 (9 hours). HSC 353 or 354 may be substituted with permission of program director.
- Additional requirements (46 hours): ENG 101, 145; COM 110; MAT 107, 108; BSC 160; CHE 140, 141, 220; PHY 105; SAS 106, 240; HPR 182.
- Additional courses (11 hours) appropriate for development of a concentration in General Environmental Health, Industrial Hygiene, Institutional Hygiene, or Food Protection chosen in consultation with faculty adviser from the following: HSC 150, 246, 249, 287, 294, 350, 351, 359; BSC 294, 361, 383; CHE 215, 280; ENG 249; IT 171, 370, 378; HPR 181.

**MINOR IN ENVIRONMENTAL HEALTH**

- 28 hours required as follows:
- BSC 160; CHE 110, 112; HSC 150, 155, 245, 248, 294; MAT 109 (or 107 and 108).

**68      Health Sciences**

## **Health Education Program**

Degrees Offered: B.A., B.S., B.S. in Ed.

Entering freshmen and transfer students desiring admittance to the Health Education Program must meet the admission policies established by the University. Students currently enrolled at the University who wish to be admitted to the Program must 1) have a minimum cumulative GPA of 2.0, 2) complete an application with the Program Director, and 3) complete a personal interview with the Program Director. Students may pursue a School Health Education program leading to teacher certification or a Community Health Education program.

### **MAJOR IN HEALTH EDUCATION**

- 39-41 hours required.
- Required core courses (25 hours): BSC 160, 181, 182; HSC 190, 290.01, 290.02, 296, 297.
- Electives (7 hours) must be selected in consultation with an adviser with at least one course from three of the following ten groups.
  1. Growing and Developing Organisms: PSY 112 or C&I 210; SAS 212.
  2. Ecological Relationships: HSC 150, 155; BSC 202.
  3. Disease Control: BSC 361; HSC 258.
  4. Human Sexuality and Family Life: HEC 131, 231; PSY 123 or SAS 123; HSC 194.
  5. Food Practices and Eating Patterns: AGR 101; HEC 106, 216.
  6. Consumer Health Sources and Resources: HSC 100; BEA 330 or HEC 330.
  7. Safety: HPR 180; IT 171.
  8. Mood Modifying Substances: HSC 390; IT 371.
  9. Personal Health Practices: BSC 145; HEC 212.
  10. Mental and Emotional Health: PSY 131 or SAS 131; PSY 232.

#### **Health Education majors must complete either A or B below:**

- A. Teacher Certification Requirements (7 hours): Part of entitlement program leading to certification. Secondary (6-12): HSC 288, 390.

Health Education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of Catalog). To apply for admission, the student must 1) contact the Departmental Coordinator of Teacher Education, 2) complete a departmental application and a projected program plan, and 3) participate in a personal interview. Prior to enrolling in Student Teaching (STT 399), the student must attend University and departmental orientation meetings and complete a University and departmental application for Student Teaching. To be eligible to enroll in Student Teaching (STT 399), the student must have been admitted to the University's Teacher Education Program.

- B. Community Health Education Requirements (9 hours): HSC 292, 395, 396, 398.02.

Health Education majors planning to enroll in HSC 398.02 Professional Practice: Internship in Health Education, must 1) attend a Health Education Professional Practice meeting, 2) complete all pre-application and application forms and gain approval from the Coordinator, 3) secure written confirmation of placement from the Site Supervisor, and 4) have a 2.5 GPA in the major, prior to the semester of enrollment in the course.

### **MINOR IN HEALTH EDUCATION**

- 30 hours required.
- Required courses (20-22 hours): Either HPR 181 and 182 or BSC 181 and 182; BSC 160; HSC 190, 290 (4 hours), 296.
- Elective courses (8-10 hours) selected from HSC 288, 292, and at least one course from two of the ten groups listed under the major, with 189, 289, and 389 courses substituting where applicable.

## **Medical Record Administration Program**

Degree Offered: B.S.

### **MAJOR IN MEDICAL RECORD ADMINISTRATION**

**Admission Requirements:** All students admitted to the Medical Record Administration program are required to go through a special admission process. A projected program for each applicant must be planned in consultation with a faculty member of the Medical Record Administration program. In addition, each applicant must have successfully completed or be enrolled in approved preprofessional courses. A GPA of 2.5 is required for admission and retention in the program. Graduates of the program are eligible, and are expected to write the National Registration Examination administered by the Psychological Corporation. Those who pass the registration examination are entitled to use the designation RRA (Registered Record Administrator) after their names.

**Accreditation:** The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the American Medical Record Association.

- 40 hours of professional coursework plus 25 hours of preprofessional courses as specified below for admission to the program. Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.
- Required professional courses: HSC 100, 105, 200, 201, 202, 210, 211, 220, 230, 298.01, 300, 310, 340, 398.03.
- Preprofessional courses required for admission to the program include: BSC 160, 181, 182, 183; CHE 104 or 110; and courses approved by a faculty adviser in the Medical Record Administration Program in statistics, data processing, and business organization and management. Note: Non-business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation.
- Students must have a 45 word-per-minute typing proficiency.

## **Medical Technology Program**

Degree Offered: B.S.

### **MAJOR IN MEDICAL TECHNOLOGY**

- 48 hours as specified below plus 32 hours of clinical residency. **Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.**

- Required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110, and two courses chosen from: HSC 261, 262; BSC 361, 219, or CHE 215. Strongly recommended: PHY 105 or 108; HSC 160, 360, and 361; ACS 140, 168, or another computer science course.
- Required clinical residency: 32 hours of clinical courses in an AMA-NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approved hospital school of medical technology affiliated with Illinois State University. The required professional courses are HSC 362, 363, 364, 365, 366, 367, 368, and 369. Specific credit hours for each course are determined by the hospital schools of medical technology. **Note:** Prerequisites for these required professional courses are: 90 hours completed including University Studies, and the following required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110 and two courses chosen from the following group: HSC 261, 262; BSC 361, 219, or CHE 215, and acceptance into an affiliated hospital School of Medical Technology.

All students admitted to the Medical Technology Program are required to go through a special admission process. Students must have an overall GPA of 2.5 and must also have earned a 2.5 GPA in required classes. They are asked to interview with two faculty members and submit two completed recommendation forms. All materials are then considered by the Medical Technology Selection Committee. A student should plan the specific program of study in consultation with a faculty member of the Medical Technology Program in the Department of Health Sciences. Seminars and independent study are available for students desiring additional study. Students must apply for acceptance into a hospital for the clinical residency. The twelve-month residency involves work in several laboratory departments and technical instruction in hematology, clinical chemistry, blood banking, pathogenic microbiology and other aspects of laboratory medicine. Graduates of the program are eligible and are expected to write a national registry examination.

## Health Sciences Courses

### 100 INTRODUCTION TO THE HEALTH COMMUNITY 3 US-7 F.S.Summer

Health care facilities and agencies, their organizational patterns, financing and regulations; the role of health related professionals, their interrelationships and responsibilities.

### 105 MEDICAL TERMINOLOGY 3 F.S.Summer

Study of basic language related to medical science and allied health specialties with emphasis on word analysis, construction, definitions, pronunciation, spelling and standard abbreviations.

### 150 INTRODUCTION TO ENVIRONMENTAL HEALTH 2 F.S.

Principles of environmental health protection, disease causation and control, through study of various contact environments and implementation measures.

### 155 MAN AND ENVIRONMENT: A HEALTH PERSPECTIVE 3 US-7 F.S.Summer

*Not for credit Env Health maj.*

Provides students with a conceptual framework for the study and analysis of man-environmental health problems in daily activities.

### 156 APPLIED FOOD SERVICE SANITATION 2 F

*Not for credit Env. Health maj min. Also offered as HEC 156.*

A review of the practices and laws governing the sanitation of food service facilities.

### 160 INTRODUCTION TO MEDICAL TECHNOLOGY 2 F.S.Summer

Study of profession of Medical Technology emphasizing origin, goals, organizational structure, professional requirements, interrelationships with other professions, professional ethics, and considerations for future.

### 190 FOUNDATIONS OF HEALTH EDUCATION 3 F.S.

*Health Education maj min only.*

The historical and philosophical perspectives of the development of health education. A comparison of the major concepts and theories of health and characteristics of health education programs in schools and communities.

### 191 WELL BEING AND THE HEALTH OF WOMEN 3 F

Identification and investigation of contemporary personal and health concerns of the American woman, including observation of alternative life styles.

### 194 HEALTHFUL FAMILY LIVING 2 US-7 F.S.

Introduction to the health of the family as illustrated through illness patterns, stress, abuse, and health behavior.

### 196 DRUGS IN LIFE STYLES 2 US-7 F.S.

An examination of human, social, and cultural issues surrounding the problems of drug abuse. Personal motivations and behaviors are identified.

### 200 HEALTH INFORMATION MANAGEMENT 3 F.S.

*HSC 100, 105, 210. Maj only or cons inst.*

*Materials charge optional.*

Practical applications of word processing and management concepts to health record systems.

### 201 FUNDAMENTALS OF MEDICAL SCIENCE I 3 F

*HSC 100, 105; BSC 181, 182, 183. Maj only.*

Relationship between human organism and disease processes, including treatment and management of patients.

### 202 FUNDAMENTALS OF MEDICAL SCIENCE II 3 S

*HSC 201.*

Continuation of HSC 201.

### 205 MEDICAL TERMINOLOGY II 3 F

*HSC 105.*

Systematic and intensive study of the technical language related to medical science and health specialties.

### 210 INTRODUCTION TO MEDICAL RECORDS ADMINISTRATION 3 F.S.

*Materials charge optional.*

A survey of the history of medical records and the profession. Analysis of record content, stressing accuracy, completeness, and correlation of data. Numbering and filing systems with emphasis on retention policies and storage methods.

### 211 NOSOLOGY AND HEALTH DATA MANAGEMENT 3 F.S.

*HSC 100, 105, 200, and SAS 240 or PSY 240. Maj only.*

A study of disease and operative classification systems and specialized medical nomenclatures. Analysis of data collection and retrieval. Computation of hospital statistical data.

**70 Health Sciences**

|  |             |  |
|--|-------------|--|
| <b>220 ORGANIZATION AND MANAGEMENT OF RECORD CENTERS 3</b><br><i>HSC 100, 105, 200; MAM 220. Maj only.</i>   | F.S         |  |
| Application of principles of organization and management to development and administration of health record centers.   |             |  |
| <b>230 LAW, HEALTH CARE, AND DOCUMENTATION 2</b><br><i>HSC 100, 105, 210. Maj only.</i>  | F.S         |  |
| Federal, state, and local laws governing the preparation and use of medical records.   |             |  |
| <b>245 ENVIRONMENTAL HEALTH PRACTICE 3 F</b><br><i>HSC 150 req.</i>  |             |  |
| Environmental health protection through the study of selected environments, planning, and general control methods.   |             |  |
| <b>246 PESTS AND PEST CONTROL 3</b><br><i>CHE 140-141, 220, BSC 160 or 260, or equiv req; HSC 245 req.</i>   | F           |  |
| Environmental health hazards caused by pests of public health significance, including identification, correction, and prevention of pest problems.   |             |  |
| <b>247 WASTE MANAGEMENT PRACTICES 3 F</b><br><i>MAT 107, 108; CHE 140-141, 220; HSC 245; BSC 160 or equiv req. Lecture and laboratory.</i>   |             |  |
| Study of sewage and solid waste sources: effects on health and environment, treatment processes, and control measures.   |             |  |
| <b>248 OCCUPATIONAL HEALTH 3</b><br><i>CHE 110-112, and MAT 107 and 108, or 109 req. Also offered as IT 248.</i>   | F.S         |  |
| Adverse environmental conditions encountered in the workplace affecting the efficiency, health, and well-being of employees.   |             |  |
| <b>249 ENVIRONMENTAL TOXICOLOGY 3 S</b><br><i>MAT 107, 108; CHE 140-141 or equiv; HPR 182 req.</i>   |             |  |
| Toxicants such as heavy metals, gases, vapors, dusts, pesticides, food additives, and their effects on health and environment.   |             |  |
| <b>252 WATER QUALITY AND TREATMENT 3</b><br><i>MAT 107 and 108, CHE 140-141, 220, BSC 160, or equiv req; HSC 245 req. Lecture and laboratory. Materials charge optional.</i>   | S           |  |
| Water quality maintenance for drinking and recreational uses; health effects and control measures are considered.  |             |  |
| <b>254 CONTROL OF INSTITUTIONAL ENVIRONMENTS 3</b><br><i>CHE 140-141, 220; HSC 245; BSC 160 or equiv. Lecture and laboratory.</i>  | S           |  |
| Environmental health aspects of hospitals, nursing homes, penal institutions, schools, colleges and universities. Control of physical, chemical and microbiological hazards.   |             |  |
| <b>257 AIR QUALITY AND POLLUTION CONTROL 3</b><br><i>CHE 140-141, HPR 182, or equiv; HSC 245 req. HSC 249 rec. Lecture and laboratory. Materials charge optional.</i>  | S           |  |
| Air contaminants found in the ambient air, workplace, and home, which includes health effects, measurement, and control.   |             |  |
| <b>258 EPIDEMIOLOGY 3</b><br><i>BSC 160 or BSC 260, SAS 240 req. Also offered as BSC 258.</i>  | F           |  |
| Principles and methods governing the surveillance and investigation of disease and injury in human populations.  |             |  |
| <b>260 INTRODUCTION TO THE MEDICAL LABORATORY: IMMUNOHEMATOLOGY AND SEROLOGY 4</b><br><i>CHE 220 req. Enrollment in Med Tech prgrm or cons inst. Lecture and laboratory. Materials charge optional.</i>  | F.S, Summer |  |
| The principles and procedures of immunohematology (blood banking) and serology.  |             |  |
| <b>261 INTRODUCTION TO THE MEDICAL LABORATORY: HEMATOLOGY 3</b><br><i>CHE 220, enrollment in Med Tech program or cons inst. Lecture and laboratory. Materials charge optional.</i>   | F.S         |  |
| Investigation of observable phenomena that provide basis for tests used as aids to diagnoses of disease processes. Uses, misuses and limitations of laboratory equipment are considered.   |             |  |
| <b>262 INTRODUCTION TO THE MEDICAL LABORATORY: APPLIED CLINICAL ANALYSIS 3</b><br><i>CHE 220, enrollment in Med Tech program or cons inst. Lecture and laboratory. Materials charge optional.</i>  | F.S         |  |
| The principles and procedures of chemical analysis of body fluids in the clinical laboratory. The use of clinical instrumentation is stressed.   |             |  |
| <b>288 SCHOOL HEALTH 2or4</b><br><i>HSC 190, 290.01. Admittance to the University's Teacher Education program. Health Education majors required to take 4 hours. Health Education minors and other teaching majors should enroll for 2 hours. Incl Clin Exp. Formerly BSC 248 and HSC 298.</i> | F           |  |
| Overview of school health program, with emphasis on health needs of school-age children. Investigation of materials and methodologies appropriate for health education.  |             |  |
| <b>290 CONTINUING SEMINAR IN HEALTH EDUCATION 2</b><br><i>Health Education maj min only. Must be repeated for max 4 hours credit as 290.01, 290.02 cr/no cr only. Incl Clin Exp.</i>   | F.S         |  |
| Experiences including agency and laboratory visits; communication of new methods and materials; synthesis of interdisciplinary experiences; and student advisement.  |             |  |
| <b>292 COMMUNITY PUBLIC HEALTH 2 S</b><br><i>Introduction to public health at local, state, and national levels, including the relationships among public health departments, voluntary health agencies, and schools. Includes emphasis on selected community health problems.</i>             |             |  |
| <b>294 HEALTH EDUCATION AND ENVIRONMENTAL QUALITY 3 S</b><br><i>Role of health education in an individual's relationships with other persons, technology and culture, and the quality of environment generated.</i>  |             |  |
| <b>296 HUMAN POTENTIAL AND HEALTH EDUCATION 3</b><br><i>HSC 190 and HSC 290.01 or cons inst.</i>   | F.S         |  |
| Examination of the physical, mental-emotional and social dimensions of growing and developing, interacting, and decision-making. Interrelationships of these life processes will be used to illustrate how the quality of life may be improved through health education.                       |             |  |
| <b>297 MODERN HEALTH PROBLEMS 3 F</b><br><i>Emphasis on recent developments in selected critical health areas and their application to individual health habits and attitudes.</i>   |             |  |

|   |                   |  |                   |
|---|-------------------|--|-------------------|
| <b>298.01 PROFESSIONAL PRACTICE:<br/>INTERNSHIP IN MEDICAL<br/>RECORDS 2</b>  | <b>F.S.Summer</b> | <b>359 QUANTITATIVE OCCUPATIONAL<br/>HEALTH. 3</b>   | <b>F.S</b>        |
| <i>Maj only or cons inst. Formerly AHP/HSC 248</i>  |                   | <i>HSC 248 or cons inst req. Also offered as IT 359.</i>   |                   |
| Student assignment to medical records centers for direct experience.  |                   | Techniques for measurement, evaluation, and control of chemical and physical stresses in occupational environments.  |                   |
| <b>300 MEDICAL INFORMATION SYSTEMS<br/>DESIGN 3</b>   | <b>F.S</b>        | <b>360 SEMINAR IN<br/>MEDICAL TECHNOLOGY 2</b>   | <b>F.S</b>        |
| <i>HSC 220, ACC 260. Maj only.</i>  |                   | <i>BSC 216, 260, CHE 220, enrollment in Med Tech program req.</i>  |                   |
| Application of computer technology to the health sciences, systems analysis; medical audits and quality assurance programs.   |                   | Review of current literature in clinical laboratory science and the development of a research paper and/or project.  |                   |
| <b>310 MEDICAL RECORDS ADMINISTRATION<br/>SEMINAR 2</b>   | <b>F.S</b>        | <b>361 IML - COAGULATION<br/>AND HEMOSTASIS 2</b>  | <b>F.S</b>        |
| <i>HSC 211, 220 req. Maj only.</i>  |                   | <i>CHE 220 or equiv and BSC 216 req. Materials charge optional.</i>  |                   |
| Literature survey and intensive exploration of effective methods of identifying and solving problems encountered in the administration of health record centers.  |                   | Principles and procedures of blood coagulation and hemostasis.   |                   |
| <b>340 TRENDS IN HEALTH<br/>CARE DELIVERY 3</b>   | <b>F.S</b>        | <b>362-369 CLINICAL STUDIES</b>  | <b>F.S.Summer</b> |
| <i>HSC 210, 211, 220 and/or cons of inst req.</i>   |                   | <i>90 hrs incl University Studies and the following required courses: HSC 260; BSC 191, 216, 260, 283; CHE 140, 141, 220, 242; MAT 110. Two courses selected from the following: HSC 261, 262; BSC 219, 361; CHE 215. Acceptance into an affiliated hospital School of Medical Technology. May be repeated. Additional information is listed with each course description.</i> |                   |
| Intense analysis of emerging nontraditional and specialized health care facilities; their organizational patterns, accreditation standards, legal requirements and special documentation needs. Site visits and reports required. |                   |  |                   |
| <b>350 FOOD PROTECTION 3</b>  | <b>F</b>          | <b>362 CLINICAL<br/>BIOCHEMISTRY 1-10</b>  | <b>F.S.Summer</b> |
| <i>CHE 220, BSC 160 or equiv req. Lecture and laboratory. Materials charge optional.</i>  |                   | <i>Max 10 hrs. Also, see prerequisites for 362-369 Clinical Studies.</i>   |                   |
| An intensive study of the laws, principles, and techniques applied in the protection of food and milk for human consumption.  |                   | Concentrated laboratory instruction and theoretical applications of clinical biochemistry. Current testing procedures, instrumentation, and quality assurance are studied.   |                   |
| <b>351 ENVIRONMENTAL HEALTH<br/>SEMINAR 1</b>   | <b>F.S</b>        | <b>363 CLINICAL SEROLOGY<br/>AND IMMUNOLOGY 1-5</b>  | <b>F.S.Summer</b> |
| <i>Cons program director. May be repeated once. Maj in Env Health Program.</i>  |                   | <i>Max 5 hrs. Also, see prerequisites for 362-369 Clinical Studies.</i>  |                   |
| Supplement to formal coursework dealing with contemporary topics in environmental pollution, occupational health and institution environmental quality administration. Content will vary at discretion of instructor.             |                   | Basic immunology, serological reactions, and current serology testing procedures are covered. A concentrated laboratory experience is included.  |                   |
| <b>353 ENVIRONMENTAL HEALTH<br/>PRACTICUM 5</b>   | <b>Summer</b>     | <b>364 CLINICAL URINALYSIS<br/>AND MICROSCOPY 1/2-4</b>  | <b>F.S.Summer</b> |
| <i>Senior ENH major. Not for credit if had HSC 398.01 or 398.51. Completion of core and cons of Pgm Dir req. This course may be substituted for HSC 398.01.</i>   |                   | <i>Max 4 hrs. Also, see prerequisites for 362-369 Clinical Studies.</i>  |                   |
| Supervised field practice in actual or simulated environmental health problems in the university community as alternative to internship.  |                   | Lecture and laboratory experience and routine and special urinalysis procedures. Basic microscopy use and maintenance are emphasized.  |                   |
| <b>354 INDUSTRIAL HYGIENE<br/>PRACTICUM 5</b>   | <b>Summer</b>     | <b>365 CLINICAL<br/>PARASITOLOGY 1/2-3</b>   | <b>F.S.Summer</b> |
| <i>Senior ENH major. Not for credit if had HSC 398.01 or 398.51. Completion of core and cons of Pgm Dir req. This course may be substituted for HSC 398.01.</i>   |                   | <i>Max 3 hrs. Also, see prerequisites for 362-369 Clinical Studies.</i>  |                   |
| Supervised field practice in actual or simulated industrial hygiene problems in the university community as alternative to internship.  |                   | General techniques for identification of clinically significant parasites and yeast. Morphology, symptomatology, and epidemiology are stressed. A concentrated laboratory experience included.   |                   |
| <b>355 ENVIRONMENTAL HEALTH DECISION<br/>PROCESSES 3</b>  | <b>S</b>          | <b>366 SPECIAL TOPICS 1/2-4</b>  | <b>F.S.Summer</b> |
| <i>Sr maj in Env Health program or cons inst. Lecture.</i>  |                   | <i>Max 4 hrs. Also, see prerequisites for 362-369 Clinical Studies.</i>  |                   |
| An intensive study of the decision making techniques, organizational structure, interagency relationships, program methodologies, and legal aspects of environmental health practice.   |                   | Selected topics of professional significance. May include management, pathology, medico-legal aspects, and basic teaching principles.  |                   |

**367 CLINICAL HEMATOLOGY 1-6 F.S.Summer**  
*Max 6 hrs. Also, see prerequisites for 362-369 Clinical Studies.*

Study of formed elements of blood under normal and stress conditions. Abnormalities and basic morphological changes due to disease states are studied. Study of coagulation principles is included.

**368 CLINICAL MICROBIOLOGY 1-9 F.S.Summer**  
*Max 9 hrs. Also, see prerequisites for 362-369 Clinical Studies.*

Comprehensive medical microbiology. Included are taxonomy of pathogens, identification, culture methods and procedures, and antibiotic sensitivity testing.

**369 CLINICAL IMMUNOHEMATOLOGY 1-5 F.S.Summer**  
*Max 5 hrs. Also, see prerequisites for 362-369 Clinical Studies.*

Theory and practice of immunohematology. Includes study of blood groups, compatibility testing, hemolytic disease of the newborn, blood transfusion, and component preparation.

**370 MEDICAL AND TECHNOLOGY UPDATE 3 F.S**  
*Grad from a school of clinical lab science or cons inst req. Not for grad cr. May be repeated if content different.*

New information on selected topics in clinical laboratory science for practicing laboratorians.

**390 DRUGS IN SOCIETY 3 F. Summer**  
*Also offered as HPR 390.*

Psychological, social, medical, legal and economic aspects of use, misuse and abuse of substances will be explored along with the implications for education.

**392 VALUES AND HEALTH 3 S**  
*Also offered as HPR 392.*

Exploration of the valuing process and its relationship to health and health education. Development of skills and techniques of value clarification for use in health education with clients.

**394 HEALTH ASPECTS OF AGING 3 F.S**  
*SAS 211 req. Also offered as HPR 394 and HEC 394.  
 Materials charge optional.*

A study of the characteristics of the aging process and factors influencing adaptation and the quality of living.

**395 MEDIA AND MATERIALS IN HEALTH EDUCATION 3 S**  
*9 hrs in HSC or cons inst req. Same as HPR 395.*

Analysis and development of print and non-print materials and their use by health educators.

**396 HEALTH EDUCATION PLANNING AND PROMOTION 2 F**  
*Nine semester hours in HSC or cons inst.*

Theory and application of health education planning and promotion.

**398.01 PROFESSIONAL PRACTICE: ENVIRONMENTAL HEALTH INTERNSHIP 3-12 F.S.Summer**  
*Cons program dir req. May be repeated. Max 12 hrs.*

Internship in a governmental, industrial or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

**398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN HEALTH EDUCATION 2-9 F.S.Summer**  
*2.5 GPA in major; HSC 290.01, 290.02 req.*

Extended in-service experience under the guidance of qualified personnel in health education.

**398.03 PROFESSIONAL PRACTICE: MEDICAL RECORDS: CLINICAL INTERNSHIP AND RESIDENCY 4 F.S.Summer**  
*Maj only and cons program director req. Formerly AHP/HSC 348.*

Rotation and project assignments in medical record centers in Illinois area health facilities.

**398.51 PROFESSIONAL PRACTICE: CO-OP IN ENVIRONMENTAL HEALTH 3-12 F.S.Summer**  
*Cons program dir. May be repeated. Max 12 hrs.*

Cooperative education assignment in a governmental, industrial, or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

## HOME ECONOMICS (HEC)

144 Turner Hall

**Chairperson:** Connie Ley.

**Faculty:** Professors: Carr, Smith. Associate Professors: Hale, Kern, Ley. Assistant Professors: Batsche, Bremer, Hayden, Ireland, Jett, Nnawke, Stemm, Webb-Lupo. Instructors: Dawson, Garner, Gentry, Gosch, Harshbarger, Klitzke, Lane.

## Home Economics Programs

Degrees Offered: B.A., B.S.

### COMPREHENSIVE HOME ECONOMICS MAJOR

**Child Development and Family Relationships Sequence:** 52 hours required. Core requirements: HEC 110, 114, 116, 117, and 115 or 118. Sequence requirements: HEC 231, 250, 307, 308, 309, 310, 398 (2 consecutive semesters, 3 hours each); 11 remaining semester hours selected with adviser approval from ART 101, 111; BSC 204;; COM 170, 225; CJS 322; C&I 300 or 301, 312; EAF 331; HPR 162; HSC or HEC 156, 292; HEC 115 or 118, 212, 287, 312, 314, 320, 394, 389 (OF Work and Families); MUS 270; PSY 123 or SAS 123; PSY 301, 303, 305, 347, 365; SED 220, 347; SAS 211, 221, 223, 323, 325, 335, 342. Following courses are strongly recommended as University Studies or as general electives: COM 123, 240; PSY 111, 112; SAS 180, 261, 262; SED 109.

**Consumer Services Sequence:** 52 hours required. Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: 31 remaining semester hours selected with adviser approval; it is strongly recommended that HEC 232, 287, 320, 330, 331, 343, 398 be selected. Appropriate experimental courses and workshops may be substituted for the above courses with the approval of the department chairperson as HEC 393 (Utilization of Community Consumer Resources), 393 (Consumer Household Appliance Alternatives). Remaining semester hours selected from BEA 101, 140, 240 or ENG 249, 335; COM 162, 163, 165; FAL 210; MAM 220, 230, 231, 232, 233; and any other HEC course except 203, 301, 304, 380, or 382. Following courses are

strongly recommended as University Studies or as general electives: ACS 140; BEA 100; CHE 102; COM 160; ECO 100, 101; IT 171.

**Foods-Nutrition or Dietetics Sequence:** 52 hours required. Core requirements: HEC 110, 114, 116, 117, 118. Sequence requirements: CHE 110, 112; HEC 213, 216, 311, 316, 320, 398; remaining semester hours selected with adviser approval from ACS 168 or 155; BSC 160 or 260; CHE 242; COM 240, 241, 365; HPR 182; HSC or HEC 156; HEC 115, 287, 312, 313, 319, 394. Following courses are strongly recommended as University Studies or as general electives: CHE 220; COM 160, 167; ECO 100; HPR 182; PSY 111, 131.

**Housing and Environmental Design Sequence:** 52 hours required. Core requirements: HEC 110, 114, 115, 117, 118. Sequence requirements: ART 352, 372; HEC 218, 242, 338, 340, 345, 370, 375, 398; IT 211. The following courses are strongly recommended as University Studies or as general electives: ART 103, 104, 155, 156 or 369, 226, 227, 237, 363, 378, 380, 381, 382; HEC 116, 248, 320, 323, 343, 346, 347, 389 (Antiques in Interior Design); IT 221; MAM 230, 234.

**Fashion Merchandising Sequence:** 52 hours required. Core requirements: HEC 110, 114, 115, 117, 118. Sequence requirements: ART 103 or 111; HEC 122, 249, 398; MAM 230; Min. of 4 of the following HEC courses 116, 220, 221, 222, 228, 229, 320, 322, 323, 324, 326, 327, 328, 338; Min. of 2 of the following MAM courses 233, 234, 335. Following courses are strongly recommended as University Studies or as general electives: ACC 131, 132; CHE 104 or 110; ACS 140; ECO 100, 101; PSY 111; SAS 106. Students interested in Fashion Design should elect ART 104, 213, 214; HPR 181; HEC 220, 222, 228, 322, 324 as additional courses toward graduation.

**General Home Economics Sequence:** 52 hours required. Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: HEC courses selected with the consultation of an academic adviser.

**Teacher Education Sequence:** 55 hours in Home Economics and specifically related fields required. Minimum of 8 hours in at least 3 other sequence areas required. Part of entitlement program leading to certification: secondary 6-12.

— Required courses: HEC 110, 114, 115, 116, 117, 118, 122, 203, 213, 382; ART 103 or 111.

Students who have not had high school laboratory courses in biological and physical sciences are urged to include one or more courses in each area to meet University Studies requirements. Courses for Early Childhood Education certification (early childhood below 6 years of age) can be combined with this sequence (see Minor in Early Childhood Education for course requirements). The student must also complete General Education Requirements for high school, Professional Education Requirements for high school (see Teacher Education Program Requirements-High School), and meet the departmental selective admission-retention policies.

## MAJOR IN HOME ECONOMICS

**Child Development and Family Relationships Sequence:** 37 hours required. Core requirements: HEC 110, 114, 116, 117. Sequence requirements: HEC 231, 250, 307, 308, 309, 310; 6 remaining semester hours selected with adviser approval from HEC/HSC 156; HEC 115, 118, 212, 287, 314, 320, 389 (Of Work and Families), 394, 398; SAS 323.

**Consumer Services Sequence:** 37 hours required. Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: 16 remaining semester hours selected with adviser approval; it is strongly recommended that HEC 232, 287, 320, 330, 331, 343, 398 be selected. Appropriate experimental courses and workshops may be substituted for the

above courses with the approval of the department chairperson as HEC 393 (Utilization of Community Consumer Resources), 393 (Consumer Household Appliance Alternatives). Remaining semester hours selected from any other Home Economics course except 203, 301, 304, 380, 382. Following courses are strongly recommended as University Studies or as general electives: ACS 140; BEA 100, 240; CHE 102; ECO 100, 101; IT 171. A minor in Business Administration or Public Relations is highly recommended.

**Foods-Nutrition or Dietetics Sequence:** 37 hours required. Core requirements: HEC 110, 116, 117, 118. Sequence requirements: CHE 110, 112; HEC 213, 216, 311; remaining semester hours selected with adviser approval from ACS 168 or 155; COM 240, 241; HEC/HSC 156; HEC 114, 115, 287, 312, 313, 316, 319, 320, 394, 398; HPR 182. Students interested in Dietetics must complete the following courses for American Dietetics Association (ADA) transcript evaluation: ACS 168 or 155; BSC 160; CHE 220, 242; COM 110, 225, 240, 297; C&I 216; ECO 100, 101; HPR 182; HEC 312, 316, 319, 320, 398; MAM 220; MAT 105 or 107; PSY 111, 215, 240; SAS 106, 180 or 184. Following courses are strongly recommended as University Studies or as general electives: BSC 145; COM 160, 167, 241; PSY 131.

**Housing and Environmental Design Sequence:** 37 hours required. Core requirements: HEC 110, 115, 117, 118. Sequence requirements: ART 372; HEC 338, 340; IT 211; 10 remaining semester hours selected from ART 103, 352, 369, 378, 380, 381, 382; HEC 114, 116, 218, 242, 248, 320, 343, 346, 347, 389 (Antiques in Interior Design); IT 221; MAM 230, 234.

**Fashion Merchandising Sequence:** 37 hours required. Core requirements: HEC 110, 115; Min. of 2 courses from HEC 114, 116, 117, 118. Sequence requirements: ART 103 or 111; HEC 122, 249, 398; MAM 230; Min. of 3 of the following HEC courses 220, 221, 222, 228, 229, 320, 322, 323, 324, 326, 327, 328, 338. Following courses are strongly recommended as University Studies or as general electives: ACC 131; CHE 104; ACS 140; ECO 100, 101; PSY 111; SAS 106. A minor in Business Administration is highly recommended, including MAM 233, 234, 335. Students interested in Fashion Design should elect ART 104, 213, 214; HPR 181; HEC 220, 222, 228, 322, 324 as additional courses toward graduation.

**General Home Economics Sequence:** 37 hours required. Core requirements: HEC 110, 114, 115, 116, 117, 118. Sequence requirements: HEC courses selected with the consultation of an academic adviser.

**Teacher Education Sequence:** 38 hours in Home Economics and specifically related fields required. Minimum of 8 hours in at least 2 other sequence areas required. Part of entitlement program leading to certification 6-12.

— Required courses: HEC 110, 114, 115, 116, 117, 118, 122, 203; ART 103 or 111.

Students who have not had high school laboratory courses in biological and physical sciences are urged to include one or more courses in each area to meet University Studies requirements. Courses for Early Childhood Education certification (early childhood below 6 years of age) can be combined with this sequence. (See Minor in Early Childhood Education for course requirements). The student must also complete General Education Requirements for high school, Professional Education Requirements for high school (see Teacher Education Program Requirements-High School), and meet the departmental selective admission-retention policies.

**MINOR IN HOME ECONOMICS**

— 24 hours in Home Economics required.

— Required courses: Three of the following core courses:  
HEC 114, 115, 116, 117, 118.

**Selective Admission-Retention Policy for the Teacher Education Sequence in Home Economics**

**Selective Admission:** All home economics education students planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Admission-Retention Program section of this catalog). Upon applying for admission a home economics student must have verified the following:

1. A minimum GPA of 2.2 overall and in all Home Economics courses including Professional Education courses.
2. A positive recommendation for Admission to Teacher Education by all Home Economics faculty. See departmental adviser for procedure.
3. An interview with the Home Economics Education Coordinator.
4. Completion of HEC 110.

**Selective Retention:** In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. Maintain a GPA of 2.2 in all courses and in all Home Economics courses including Professional Education courses.
2. Completion of home economics courses 110, 114, 115, 116, 117, 118 or the equivalent for transfer students.
3. A plan for working toward a minimum of 8 hours in at least 3 sequence areas for a comprehensive major and 2 sequence areas for a major.

**Honors in Home Economics:** The Department offers honors work in each Home Economics sequence to highly qualified juniors and seniors. Candidates must be full-time students, declared Home Economics majors, and have an overall 3.5 GPA and 3.7 GPA in Home Economics. Honors requirements include completion of three in-course honors at the 200 level or above (at least two must be taken in the department), and a minimum of three semester hours in HEC 299 culminating in a substantial research paper. The Department also offers in-course honors work in all courses for students enrolled in the University Honors Program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor. For further information contact the department adviser.

**Home Economics Courses****106 NUTRITION 2 US-7 F.S**

*Not for credit maj min. Materials charge optional.*

Functions, sources, and recommended amounts of nutrients for various age groups. Evaluation of eating patterns.

**110 INTRODUCTION TO HOME ECONOMICS 1 F**

*Incl Clin Exp.*

Development of Home Economics; contributions of field; satisfactions derived from various areas; career opportunities.

**114 INDIVIDUAL AND FAMILY DEVELOPMENT 4 F.S**

*Materials charge optional. Formerly CONTEMPORARY PERSONAL AND FAMILY LIVING and HEC 194.*

Overview of the development of an individual throughout the life span within the context of the developing family unit.

**115 TEXTILES AND APPAREL 4 F.S**

*Materials charge optional. Formerly HEC 195.*

Introduction to Textile Science-fibers, yarns, fabrications and finishes. Factors related to personal satisfaction in selection and use of apparel.

**116 NUTRITION WITH FOOD PREPARATION 4 F.S**

*Materials charge optional. Formerly HEC 196.*

Knowledge and skills associated with meeting nutritional needs of individuals and families through food preparation.

**117 CONSUMER MANAGEMENT 4 F.S**

*Materials charge optional. Formerly HEC 297 and 197.*

Management through decision-making process to achieve the best use of resources and consumer knowledge.

**118 HOUSING AND EQUIPMENT 4 F.S**

*Materials charge optional. Field trips. Formerly HEC 298 and 198.*

Fundamental decisions in the consumer choice of dwelling and the selection, use, and care of household equipment.

**121 BEGINNING GARMENT CONSTRUCTION 3 S**

*Materials charge optional.*

Basic principles of garment construction. Designed for the student without a sewing background. Two garments completed.

**122 CLOTHING CONSTRUCTION I 3 F.S**

*HEC 115. Clothing construction experience. Materials charge optional.*

Techniques of garment construction. Elementary fitting of basic dress and/or shirt. Sewing background necessary.

**131 COURTSHIP AND MARRIAGE 3 US-7 F.S**

*Not for credit maj min. Materials charge optional.*

Dynamics of dating, courtship, mate selection, preparation for marriage; adjustments in marital/interpersonal relations.

**132 HOME MANAGEMENT IN CONTEMPORARY LIFE 3 US-7 F.S**

*Not for credit maj min. Materials charge optional.*

Principles, decision-making processes of using money, time, energy to meet individual and family needs.

**156 APPLIED FOOD SERVICE SANITATION 2 F**

*Also offered as HSC 156. Lecture. Not for credit for Env Health maj min.*

A review of the practices and laws governing the sanitation of food services facilities.

**203 COMPETENCIES FOR TEACHING 4 S**

*C&I 200 (6 hours) or 200.03 (grade of C or better req.) or 215 (2 hours) req or conc reg. Field trips req. Adm. to Teacher Ed req. Incl Clin Exp.*

Curriculum planning, teaching, and evaluation strategies, and professionalism for vocational and career education teachers.

**212 FAMILY HEALTH AND WELL BEING 2**

Relation of individual health and family well-being. Prevention of illness and accidents. Home care of ill and convalescent.

|   |               |            |  |
|---|---------------|------------|--|
| <b>213 MEAL PLANNING</b>  | <b>3</b>      | <b>F.S</b> |  |
| <i>HEC 116 req. Materials charge optional.</i>  |               |            |  |
| Meal planning based on criteria of nutritive requirements, marketing challenges, and utilization of resources. Preparation and service of family dinners.   |               |            |  |
| <b>216 NUTRITION AND FOOD SCIENCE</b>   |               |            |  |
| <b>3</b>  | <b>F.S</b>    |            |  |
| <i>HEC 116 or cons inst.</i>  |               |            |  |
| Intermediate course focusing on physiological and biochemical basis for human nutritional requirements. Includes study of food as carrier of nutrients.   |               |            |  |
| <b>218 ENERGY SYSTEMS FOR RESIDENTIAL DESIGN</b>  |               |            |  |
| <b>2</b>  | <b>S</b>      |            |  |
| <i>HEC 118, IT 211 req. Field trips.</i>  |               |            |  |
| The design and evaluation of appropriate energy systems in residential construction. Includes heating/cooling, lighting, major appliances, and sound.   |               |            |  |
| <b>220 CLOTHING CONSTRUCTION II</b>   |               |            |  |
| <b>3</b>  | <b>S</b>      |            |  |
| <i>HEC 122. Materials charge optional.</i>  |               |            |  |
| Advanced garment construction study. Experience working with various fabrics, garment styles and fitting variations.  |               |            |  |
| <b>221 TAILORING</b>  |               |            |  |
| <b>3</b>  |               |            |  |
| <i>HEC 122 req. Offered odd numbered years.</i>   |               |            |  |
| Jacket construction using machine-tailoring techniques and fusible interfacing.   |               |            |  |
| <b>222 FASHION HISTORY</b>  |               |            |  |
| <b>3</b>  | <b>S</b>      |            |  |
| <i>HEC 115 req. Materials charge optional.</i>  |               |            |  |
| A study of the changes in and occurring cycles of western world high fashion as related to current fashion trends.  |               |            |  |
| <b>228 COSTUME DESIGN</b>   |               |            |  |
| <b>2</b>  | <b>S</b>      |            |  |
| <i>HEC 115 req and ART 103 or 111 req.</i>  |               |            |  |
| Application of art principles to apparel creation. Idea development from conception through production to retailing. Style nomenclature emphasized.   |               |            |  |
| <b>229 FASHION ACCESSORIES</b>  |               |            |  |
| <b>2</b>  | <b>F</b>      |            |  |
| <i>HEC 115 req. Field trips req.</i>  |               |            |  |
| Accessories for men, women, and children in relation to materials and processes, government regulations, sources, and merchandising techniques.   |               |            |  |
| <b>231 FAMILY RELATIONSHIPS</b>   |               |            |  |
| <b>3</b>  | <b>F.S</b>    |            |  |
| <i>HEC 114 or C&amp;I 210 req. Materials charge optional.</i>   |               |            |  |
| Functions of productive family units to fulfill individual and group needs. Emphasis on the skills needed by the parent.  |               |            |  |
| <b>232 ADVANCED HOME MANAGEMENT CONCEPTS</b>  |               |            |  |
| <b>3</b>  | <b>S</b>      |            |  |
| <i>HEC 117 or 132 req. Field trips req.</i>   |               |            |  |
| Problem solving approach to the use of managerial components and their functional relationships to the complexities of today's living.  |               |            |  |
| <b>237 SLIPCOVERS AND DRAPERIES</b>   |               |            |  |
| <b>2</b>  | <b>Summer</b> |            |  |
| <i>Sewing proficiency. Students furnish materials for projects. Offered even numbered years.</i>  |               |            |  |
| Application of art principles to interior design through selection and construction of draperies and slipcovers.  |               |            |  |
| <b>242 DRAFTING FOR INTERIOR DESIGN</b>   |               |            |  |
| <b>3</b>  | <b>F</b>      |            |  |
| <i>IT 211 req. Materials charge optional.</i>   |               |            |  |
| Equipment, media, and techniques for graphic presentation of architectural design and perspective concepts.   |               |            |  |
| <b>248 CONTEMPORARY INTERIOR DESIGN</b>   |               |            |  |
| <b>2</b>  | <b>F</b>      |            |  |
| <i>Materials charge optional. Field trips req.</i>  |               |            |  |
| Study of philosophies and individuals who have influenced contemporary furnishings, interiors, and structures from 1850 to present.   |               |            |  |
| <b>249 MERCHANDISING IN FASHION</b>   |               |            |  |
| <b>3</b>  | <b>S</b>      |            |  |
| <i>75 completed hours req. Field trips req.</i>   |               |            |  |
| Aspects related to merchandising in fashion: displays, salesmanship, store organization, sales promotion, and budgeting.  |               |            |  |
| <b>250 CHILD DEVELOPMENT AND GUIDANCE</b>   |               |            |  |
| <b>3</b>  | <b>F.S</b>    |            |  |
| <i>HEC 114 req. Incl Clin Exp. Materials charge optional.</i>   |               |            |  |
| Observation including 32 hours of laboratory participation contributing to understanding and guidance of children   |               |            |  |
| <b>301 EVALUATION OF PROGRAMS</b>   |               |            |  |
| <b>2</b>  |               |            |  |
| Evaluation of programs, basic principles, methods, and techniques; individual problems.   |               |            |  |
| <b>304 CURRICULUM DEVELOPMENT IN HOME ECONOMICS</b>   |               |            |  |
| <b>3</b>  |               |            |  |
| Review and evaluation of current curriculum materials. Development of materials related to programs and age level. Individual and group problems.   |               |            |  |
| <b>307 INFANT AND PRESCHOOL CHILD</b>   |               |            |  |
| <b>3</b>  | <b>F</b>      |            |  |
| <i>PSY 111 and HEC 114 req. Incl Clin Exp. Materials charge optional.</i>   |               |            |  |
| Research in the growth and behavior of the young child as related to family and society.  |               |            |  |
| <b>308 ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS</b>  |               |            |  |
| <b>3</b>  | <b>S</b>      |            |  |
| <i>Incl Clin Exp.</i>   |               |            |  |
| Administration of early childhood programs and community services responsible for guidance of young children.   |               |            |  |
| <b>309 COUPLE RELATIONSHIPS</b>   |               |            |  |
| <b>3</b>  |               |            |  |
| <i>HEC 114 req. Materials charge optional.</i>  |               |            |  |
| An interactional approach to the study of intimate male-female pairings: establishing couple relationships and developing effective intimate pairing communication; an overview of marriage enrichment history, programs, practice, theory, and research. |               |            |  |
| <b>310 FAMILY CRISES</b>  |               |            |  |
| <b>3</b>  |               |            |  |
| <i>Field trips.</i>   |               |            |  |
| Cognitive and affective exploration of family crisis definition, the relationship-termination crises of death and divorce, and overview of professional helping resources.  |               |            |  |
| <b>311 NUTRITIONAL PROBLEMS OF SPECIAL GROUPS</b>   |               |            |  |
| <b>3</b>  | <b>F</b>      |            |  |
| <i>HEC 116 or 106 req.</i>  |               |            |  |
| Nutritional needs of selected populations vulnerable to inadequate diet; emphasis on U.S. programs designed for groups at nutritional risk.   |               |            |  |
| <b>312 DIET THERAPY</b>   |               |            |  |
| <b>3</b>  |               |            |  |
| <i>HEC 216 req.</i>   |               |            |  |
| <i>Formerly HEC 211.</i>  |               |            |  |
| Planning modified diets and studying underlying diseases. Nutritional counseling of individuals and groups.   |               |            |  |
| <b>313 FOOD CUSTOMS</b>   |               |            |  |
| <b>2</b>  | <b>S</b>      |            |  |
| <i>HEC 213 req. Materials charge optional.</i>  |               |            |  |
| Influence of food customs of various ethnic groups on American meal patterns.   |               |            |  |
| <b>314 EARLY CHILDHOOD NUTRITION EDUCATION</b>  |               |            |  |
| <b>3</b>  |               |            |  |
| <i>Materials charge optional. Incl Clin Exp.</i>  |               |            |  |
| Principles of nutrition and current research. Emphasis on the needs of young children. Guidance in implementing a sound nutritional education program.  |               |            |  |

|   |          |             |            |
|---|----------|-------------|------------|
| <b>316 FOOD INVESTIGATIONS</b>  | <b>3</b> | <b>F</b>    |            |
| HEC 213, CHE 110, and 112 req. Materials charge optional.   |          |             |            |
| Experimental approach to principles underlying food preparation.  |          |             |            |
| <b>319 QUANTITY FOODS</b>   | <b>5</b> | <b>F.S</b>  |            |
| HEC 213 req. Materials charge optional. Field trips.  |          |             |            |
| Application of principles, techniques, and standards required to produce food in quantity for institutional and commercial feeding.   |          |             |            |
| <b>320 DEMONSTRATION TECHNIQUES</b>   | <b>2</b> | <b>F.S</b>  |            |
| Incl Clin Exp. Materials charge optional.   |          |             |            |
| Techniques and standards for demonstrations in various areas of home economics.   |          |             |            |
| <b>322 PATTERNMAKING</b>  | <b>3</b> |             |            |
| HEC 122 or equivalent req. Offered even numbered years. Materials charge optional.  |          |             |            |
| Making garment patterns by the flat pattern method.   |          |             |            |
| <b>323 ADVANCED TEXTILES</b>  | <b>3</b> | <b>F</b>    |            |
| HEC 115 req. Lecture and laboratory. Materials charge optional.   |          |             |            |
| Developments in the textile field, particularly man-made fibers and their products. Textile testing techniques.   |          |             |            |
| <b>324 DRAPING AND DESIGN</b>   | <b>3</b> |             |            |
| HEC 115, 122 or equivalent req. Offered odd numbered years.   |          |             |            |
| Interpretation of garment designs in fabric by means of the draping procedure.  |          |             |            |
| <b>326 FITTING AND ALTERATION</b>   | <b>3</b> |             |            |
| HEC 115, 122 or equivalent req. Offered even numbered years.  |          |             |            |
| Investigation and comparison of various methods of fitting and altering garments and patterns to achieve an acceptable effect.  |          |             |            |
| <b>327 CLOTHING AND BEHAVIOR</b>  | <b>3</b> | <b>F</b>    |            |
| HEC 115, SAS 106, or PSY 111 req. Materials charge optional.  |          |             |            |
| An analysis of factors that influence behavior in respect to clothing selection and use. Emphasis on research.  |          |             |            |
| <b>328 ECONOMICS OF FASHION</b>   | <b>3</b> | <b>F</b>    |            |
| HEC 115 and ECO 101 req.  |          |             |            |
| A study of fashion as an economic force. Fashion's influence on production distribution and consumption of textiles and clothing.   |          |             |            |
| <b>330 DECISION-MAKING FOR CONSUMERS</b>  | <b>3</b> | <b>US-7</b> | <b>F.S</b> |
| Also offered as BEA 330.  |          |             |            |
| Survey of consumer problems, trends and information. Topics include: insurance, housing, credit, life style, consumer protection, leisure and achieving financial security. |          |             |            |
| <b>331 CONSUMER MATERIALS</b>   | <b>3</b> | <b>F</b>    |            |
| HEC 117 req.  |          |             |            |
| Application and evaluation of print and non-print consumer materials.   |          |             |            |
| <b>338 HISTORY OF FURNISHINGS AND INTERIORS</b>   | <b>3</b> | <b>S</b>    |            |
| Materials charge optional. Formerly FURNISHINGS and HEC 238.  |          |             |            |
| Furnishings and interiors from antiquity to the late 19th century.  |          |             |            |
| <b>340 APPLIED INTERIOR DESIGN</b>  | <b>4</b> | <b>S</b>    |            |
| HEC 115, 118, and 242 req. Materials charge optional. Lecture and laboratory.   |          |             |            |
| Principles in designing interior environments to meet human needs. Laboratory devoted to development of renderings and presentations for portfolios.                        |          |             |            |
| <b>343 CONSUMER HOUSING ALTERNATIVES</b>  | <b>3</b> |             |            |
| HEC 118 or cons inst req. Offered odd numbered years. Field trips req.  |          |             |            |
| Facts, concepts, and perceptions regarding the housing alternatives confronting consumers seeking housing commensurate with current needs and future demands.               |          |             |            |
| <b>345 ENVIRONMENTAL DESIGN AS A PROFESSION</b>   | <b>2</b> | <b>S</b>    |            |
| HEC 340 req. Materials charge optional.   |          |             |            |
| Professional principles and practice of interior design careers, including systems, forms, and logistics of money and materials.  |          |             |            |
| <b>346 ENVIRONMENTAL LIGHTING</b>   | <b>2</b> | <b>F</b>    |            |
| Formerly HEC 389. HEC 118 or cons inst req.   |          |             |            |
| An analysis of the design of the luminous environment. Emphasis on lighting methods, lighting system elements and energy conservation.                                      |          |             |            |
| <b>347 HUMAN FACTORS IN INTERIOR ENVIRONMENTS</b>   | <b>2</b> | <b>F</b>    |            |
| HEC 118 or cons inst req.   |          |             |            |
| Functional and aesthetic aspects of interior environments. Emphasis on interface between man-made environments and humans. Needs of special populations addressed.          |          |             |            |
| <b>370 RESIDENTIAL DESIGN STUDIO</b>  | <b>4</b> | <b>F</b>    |            |
| HEC 218, 340; ART 352 req. Field trips req. Materials charge optional.  |          |             |            |
| Analysis of the total residential environment, applying elements and principles to projects. Emphasis on functional uses of form and space.                                 |          |             |            |
| <b>375 NON-RESIDENTIAL DESIGN STUDIO</b>  | <b>4</b> | <b>S</b>    |            |
| HEC 370 req. Materials charge optional.   |          |             |            |
| Studies of design theory, division space and equipment of non-residential interiors to meet the physiological and psychological requirements of the persons involved.       |          |             |            |
| <b>380 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS</b>   | <b>3</b> |             |            |
| Also offered as AGR 380, BEA 380, and IT 305. Incl Clin Exp.  |          |             |            |
| Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.               |          |             |            |
| <b>382 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS</b>   | <b>3</b> |             |            |
| Also offered as AGR 382, BEA 382, and IT 306. Incl Clin Exp.  |          |             |            |
| Coordination techniques needed for high school and post-secondary teacher coordination in integrating classroom activities with daily employment.                           |          |             |            |
| <b>394 HEALTH ASPECTS OF AGING</b>  | <b>3</b> | <b>S</b>    |            |
| SAS 211 or cons inst req. Materials charge optional.  |          |             |            |
| Also offered as HPR 394 and HSC 394.  |          |             |            |
| A study of the characteristics of the aging process and factors influencing adaptations and the quality of living.  |          |             |            |

**398 PROFESSIONAL PRACTICE:**

**HOME ECONOMICS 1-4 F.S. Summer**  
*1r-sr standing (74 hrs) req; 100 percent core and 50 percent sequence req; 2.2 overall GPA on date of application and first day of work req. May be repeated once. See adviser for additional sequence reqs. Placement is not guaranteed. Prior approval of dept chair req. Materials charge optional.*

Planned and supervised work experience in government, community, business, or industry.

**398.01 PROFESSIONAL PRACTICE:  
CHILD DEVELOPMENT AND  
FAMILY RELATIONSHIPS****398.02 PROFESSIONAL PRACTICE:  
CONSUMER SERVICES****398.03 PROFESSIONAL PRACTICE:  
FOOD-NUTRITION OR DIETETICS****398.04 PROFESSIONAL PRACTICE:  
HOUSING AND ENVIRONMENTAL  
DESIGN****398.05 PROFESSIONAL PRACTICE:  
FASHION MERCHANDISING**

## INDUSTRIAL TECHNOLOGY (IT)

211 Turner Hall

**Chairperson:** Everett N. Israel.

**Faculty:** Professors: Anderson, Budig, Francis, Herberts, Israel, Lockwood, Loepp, Miller, Pendleton, Quane, Talkington, Weede, Zook. Associate Professors: Andrews, Bell, Campbell, Dorner. Assistant Professors: Aman, Bernardi, Gloeckner, Kanagy, Nelsen, Pontius, Schack, Shah, Stumpf, Young. Instructors: Costin, Estrem, Gallagher, Hanks, Kirkman, Stier, Winchip.

Industrial Technology is defined as the creative, systematic application of knowledge utilizing human and natural resources involving tools, equipment, techniques, processes, procedures, scientific principles, and management skills to produce and distribute goods, services and information to cope with change or to control environmental conditions and their effect on society and culture. Degree programs include Industrial Technology and Safety.

Industrial Technology students are required to select one of the following sequences: General Technology, Construction Technology, Energy and Power Technology, Graphic Communication Technology, Manufacturing Technology, or Industrial Education.

Students in the Safety program are required to select the Occupational Safety sequence or the Traffic and Safety Education sequence.

The academic standards of the University apply to all students enrolled in the Department of Industrial Technology. **The following additional standard applies to students enrolled as majors in the department: after attempting 60 semester hours of college credits, a student must maintain a cumulative grade point average of at least 2.0 to be retained as a major in the department.**

**Honors in Industrial Technology Degree Programs:**

The Department offers honors work in the different departmental programs to majors who have completed 60 semester hours with a cumulative 3.5 GPA. Students interested in the program should see departmental honors advisers. Requirements for honors for the Industrial Technology

Honors program are available in the Departmental Office (210 Turner Hall).

Students who are majoring in Industrial Technology or Safety may enroll in sections of courses labeled *Majors Only*. General students and all other majors should select sections of courses that are not designated for *Majors Only*. Non-business majors who desire to elect more than 25 percent (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses only in person and with the written permission of the College of Business advisor.

## Technology Programs

Degree Offered: B.S.

**Note:** Only core courses (IT 190, 191, 192; CHE 110/112; PHY 105; and MAT 107 and 108 or 109 if applicable for the Major) may be used to meet the requirements for a double major or minor in Industrial Technology.

### INDUSTRIAL TECHNOLOGY MAJOR

**General Technology Sequence**

The General Technology Sequence is a technically-oriented curriculum related to the processes, products, and problems of industry with respect to the technologies of construction, energy, graphic communication, or manufacturing with the opportunity to specialize in a technical concentration. Students are required to complete a second major or a minor in order to increase their breadth and employability. The technical concentration and second major or minor selected depends on the goals of the student.

- 55 hours required, of which 12 satisfy University studies requirements.
- Students must complete a minor or another major.
- Required courses: IT 100, 210.01, 271, 311; MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220.
- 21 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 190, 191, 192, 194, 211, 212, 213, 216, 221, 222, 224, 225, 233, 240, 241, 242, 244, 250, 251, 253, 261, 262, 263, 266, 284, 285, 292, 322, 323, 324, 325, 331, 352, 365, 367, 384, and 385.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

**Construction Technology Sequence**

Construction Technology is a study of the conversion of raw and standard manufactured materials into shelters, enclosures, containments, surfaces, and structural apparatus to minimize energy consumption; special consideration is given to the utilization of renewable energy sources. The construction process utilizes effective design and fabrication techniques through the application of planned management systems. A knowledge of labor, materials, site development, construction procedures, construction contracts, and capital is required. The goal of this sequence is to prepare construction management professionals capable of managing construction projects to completion from plans prepared by architects and engineers.

- 73 hours required, of which 12 satisfy University Studies requirements.

- Required courses: IT 100, 190 or 191 or 192, 194, 210.01, 271, 311, 394 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220.
- 25 hours of additional courses: IT 211, 221, 222 or 322, 292, 323, 324, 365, and 367.
- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

### **Energy and Power Technology Sequence**

Energy and Power Technology is a study of the creative, systematic application of knowledge using human and material resources involving tools, equipment, techniques, processes, scientific principles and management skills to perform work related to the production, transportation, distribution, and utilization of economic goods and services through the conversion, transmission, storage utilization, and control of energy. In-depth knowledge in one of the following areas is required: automotive, electronics, energy systems, or industrial process control. The goal of this sequence is to prepare professionals who can analyze a system that utilizes energy and then recommend and/or take corrective action to cause the system to operate with less energy.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100, 190 or 192 or 194, 191, 210.01, 271, 311, 391 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220.
- 23 hours of additional courses (students should select a technical concentration and related courses with the help of an adviser): IT 211, 216, 233, 240, 241, 242, 244, 261, 262, 263, 264, 265, 266, 267, 268, 284, 285, 330, 342, 344, 345, 361, 365, 367, 368, and 383.
- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

### **Graphic Communication Technology Sequence**

Graphic Communication Technology is the creative, systematic application of knowledge, utilizing human resources, natural resources and manufactured material involving industrial tools and equipment, computers, techniques, processes, procedures, scientific principles, and means for organizing work to produce, distribute, store and retrieve information and decorative material to help humans cope with change and/or understand their society. In-depth knowledge of one of the following areas is required: computer systems, drafting, or graphic arts. The goal of this sequence is to prepare persons to enter industry as technicians, mid-managers and/or technical sales personnel.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100, 190, 191 or 192 or 194, 210.01, 271, 311, 390 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220.
- 23 hours of additional courses. Students interested in Drafting or Graphic Arts should select 23 hours from the following courses: IT 211, 212, 213, 216, 221, 224, 233, 240, 241, 250, 251, 253, 254, 261, 263, 284, 285, 292, 315, 319, 349, 351, 352, 353, 354, 365, 367, and 383. Students interested in Industrial Computer Systems should select 23-25 hours from the following: (216, 315, and 319) or (284, 315, and 383) and (212, 213, 250, and 352) or (211, 221, 322, 323 and 365 or 367) or (233, 285, 292, and 331) or (240, 244, 263, 289.60 (Introduction to Robotics) and 345).

- 3 hours of IT electives.

- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

### **Manufacturing Technology Sequence**

Manufacturing Technology is a study of the systematic changes in the form and/or utility of matter involving human and natural resources to produce economic goods and the impact of this activity on society and the environment. Changes include separating, forming, and/or combining matter and energy through the use of tools, equipment, microprocessors, scientific principles and management skills to alter their characteristics, properties, uses and values. In-depth knowledge in one of the following technologies is required: plastic, metal, or wood technology. Students have the opportunity to develop competencies in the use of CAD/CAM systems. The goal of this sequence is to prepare supervisory personnel for the manufacturing industry.

- 71 hours required, of which 12 satisfy University Studies requirements.
- Required courses: IT 100, 190 or 191 or 194, 192, 210.01, 271, 311, 392 or 398.02 (4 hrs) or 398.52 (4 hrs); MAT 109 (or 107 and 108, or 110, or 120, or 145); PSY 220.
- 23 hours of additional courses (students are advised to select a technical concentration and related courses with the help of an adviser): IT 216, 224, 225, 233, 235, 240, 263, 284, 285, 292, 315, 319, 325, 326, 330, 331, 332, 383, 384, 385, 387, and 388.
- 3 hours of IT electives.
- University Studies courses required: ACS 155 or 164 or 168; CHE 110 and 112 (or 140 and 141); PHY 105 (or 108 and 109); PSY 111.

### **Industrial Education Sequence**

Industrial Education is the development of cognitive, psychomotor and affective skills related to: (1) the use of tools, materials, processes, resources, techniques, scientific principles, work (skill and organization) products, and their impact on society. These elements are studied in the context of the technologies of energy utilization, production, communication and transportation; (2) the professional competencies of planning, executing and evaluating instruction. Part of entitlement program leading to certification: Secondary 6-12.

- 94 hours required, of which 18 satisfy University Studies requirements and 24 satisfy Professional Education requirements.
- Required courses: IT 101, 190, 191, 192, 194, 210.01; IT 202 and 203 which must be taken concurrently with student teaching; MAT 109 (or 107 and 108, or 110, or 120, or 145).
- 20 hours of additional IT courses; at least 8 hours in two of the following areas: Communication Technology, Energy Utilization Technology, Production Technology or Transportation Technology with a GPA of 2.8 in these courses.
- University Studies courses required: ACS 140 or 155 or 164 or 168; 6 hours in CHE and/or PHY; HIS 135 or 136 or 137; POS 105; PSY 111.
- 24 hours Professional Education courses: PSY 215; C&I 200 (8 hrs) or C&I 200.01 and 200.02 and 200.03 and 200.04 (8 hrs) or 215 and 216 and SED 218 (10 hrs); EAF 228 or 231 or 235; STT 399 (8 hrs).

### **INDUSTRIAL TECHNOLOGY MINOR**

- 33 hours required, of which 10 satisfy University Studies requirement.

- Required courses: IT 100, IT 171 (US-7), 190 or 191 or 192 or 194, 210.01, 311; MAT 109 (or 107 and 108, or 110, or 120, or 145).
- 7 hours of additional courses from: IT 211, 212, 213, 221, 224, 225, 233, 240, 242, 250, 251, 261, 262, 285, 325, 331, 365, 367, 384, and 385.
- University Studies courses required: ACS 164 or 168; CHE 110/112 or PHY 105.

## Safety Programs

Degree Offered: B.S.

**Note:** Only core courses (IT 171, 191, 192; CHE 110/112; PHY 105; and MAT 107 and 108 or 109 if applicable for the major) may be used to meet the requirements for a double major or minor in Industrial Technology.

**Safety Program:** Safety is a curriculum oriented to the creative and systematic application of organized knowledge, using human resources involving procedures, processes, equipment, scientific principles, techniques and means for organizing activities to cope with change and/or control the environment to improve the quality of life and to make decisions to prevent or reduce human and economic loss due to accidental mishap.

### MAJOR IN SAFETY

**Occupational Safety Sequence:** 37 hours required. Required courses: IT 171, 190, 191, 192, 248; MAT 107 and 108, or MAT 109, or equivalents (MAT 110, 120, or 145). At least 15 hours selected from: IT 370, 372, 373, 378, 380, 381, 382. (Note: Some of these courses require coursework in CHE, MAT, or PHY that must be met.) Faculty will provide guidance for selecting safety-related courses as part of general electives. Note: All students must take the 190 course series as part of the Occupational Safety Sequence. Waiver or substitution of the 190 courses for transfer students will be made at the discretion of the chairperson of the department. A student with exceptional technical background should take the proficiency examination for the 190 series courses (190, 191, or 192). Non-majors must demonstrate competencies equal to the prerequisites for advanced level courses in which they wish to enroll.

**Traffic and Safety Education Sequence:** 37 hours required. A valid driver's license required. Required courses: IT 171, 172, 273, 374, 379. At least 7 hours selected from IT 275, 371, 372, 377, 378. Electives in safety-related courses such as EAF 270; HPR 180; HSC 390; IT 163, 176, 375, 383, 389 (The Exceptional Student in Driver Education) PSY 302, 365; and SED 109, 346, 349 approved in consultation with an academic adviser. Second teaching field required.

To qualify for certification, students must complete an education minor, the professional education requirements, and the general education requirements as described in the **Teacher Education Requirements-High School** section of this catalog.

### MINOR IN TRAFFIC AND SAFETY

#### For Teacher Education

- 23 hours required.
- a valid driver's license required.
- required courses: IT 171, 172, 273, 374, and 379.
- at least 5 semester hours from among IT 163, 176, 275, 371, 375, 377, 378, and 383.

## Industrial Technology Courses

### 100 INTRODUCTION TO INDUSTRIAL TECHNOLOGY 1 F.S

Study of programs and vocational opportunities in industrial education, technology of industry and safety.

### 101 INTRODUCTION TO TEACHING IN INDUSTRIAL EDUCATION 2 F.S

Incl Clin Exp.

The observation, identification and execution of selected tasks typically performed by industrial education teachers.

### 163 AUTOMOTIVE FUNDAMENTALS 2

*Not for credit maj/min except in Traffic and Safety sequence. Materials charge optional.*

Theory and laboratory experiences in maintenance and repair of automobile components; emphasis on preventative maintenance.

### 171 PRINCIPLES OF ACCIDENT PREVENTION 3 US-7

Overview of the broad accident problem and underlying factors and theories of accident causation and prevention.

### 172 DRIVING TASK ANALYSIS 4 F.S

*IT 171 or conc reg req. Laboratory arranged. Materials charge optional. Valid Illinois driver's license required. Incl Clin Exp.*

Physical, mental requirements necessary for safe drivers. Laboratory experience devoted to improvement of student's driving ability.

### 176 INTRODUCTION TO MOTORCYCLE SAFETY 1 F.S

*Not for cr maj/min except in Traffic Safety sequence. Classroom and laboratory experiences provide basic knowledges, skills, and techniques necessary for the safe operation of a motorcycle.*

### 190 GRAPHIC COMMUNICATIONS 4 F.S

*Some sections restricted to maj only. Materials charge optional.*

Process and technology of transmitting, storing and using ideas or knowledge in visible graphic form.

### 191 ENERGY AND POWER 4 F.S

*Some sections restricted to maj only. Materials charge optional.*

Operating principles of electricity, electronics, heat engines and fluid power related to energy conversion, transmission, and utilization.

### 192 MANUFACTURING, MATERIALS AND PROCESSES 4 F.S

*Some sections restricted to maj only. Materials charge optional.*

Nature and properties of industrial materials and influence on manufacturing techniques.

### 194 CONSTRUCTION PROCESSES AND MATERIALS 3 F.S

Common construction practices; selection and utilization of materials.

### 202 LABORATORY MAINTENANCE 2 F.S

*IT 190, 191, 192 or cons inst req.*

Identification of maintenance problems, determinations of procedures to rectify these problems, and understanding of equipment operating principles in industrial education laboratories.

**203 COMPETENCIES FOR TEACHING 4 S**

*IT 101 req. C&I 200 (6 hours) or C&I 200.03 (grade of C or better req) or 215. Inc Clin Exp. Conc reg in Student Teaching and full admission to teacher education req.*

Curriculum planning, teaching, and evaluation strategies, and professionalism for industrial education teachers.

**208 INDUSTRIAL TECHNOLOGY****SYSTEMS 3 US-7****F,S**

*Soph standing req.*

Introduction to industrial technology systems, their characteristics and development, how they shape and are shaped by society and culture, and resulting major issues.

**210.01 PRINCIPLES OF TECHNICAL****DESIGN AND DRAFTING 4 F,S**

*MAT 107 and 108, or 109. ACS 155, 164, or 168. Maj only. Materials charge optional.*

Graphical, computer and other techniques needed to analyze, interpret, and/or solve problems related to development and communication of industrial designs and technical data.

**210.02 TECHNICAL DRAFTING 4 F,S**

*MAT 107 and 108 or 109 or conc req. Non-maj only. Materials charge optional. Formerly IT 210.*

Graphic tools, techniques and processes; automated drafting, drafting machines and reprographic equipment used in development and representation of industrial products.

**211 ARCHITECTURAL DRAFTING 4 F,S**

*MAT 107 or 108 or 109 or conc reg, IT 194 or demonstrated equivalent competencies req. Materials charge optional.*

Problem approach to architecture; emphasis on residential planning and construction. Laboratory devoted to development of working drawings.

**212 MACHINE DESIGN 3 F**

*IT 210.01 or demonstrated equivalent competencies req. Materials charge optional.*

Theoretical principles and conventional practices used in the design of machines and machine elements.

**213 DEVELOPMENTAL DESCRIPTIVE****GRAPHICS 4 S**

*IT 210.01 or demonstrated equivalent competencies req. Materials charge optional.*

Specialized drafting methods used in revolutions and developments. Graphical solutions to mathematical and structural problems.

**216 COMPUTER-AIDED DESIGN AND DRAFTING 3 F,S**

*IT 210.01, ACS 155 or 164 or 168, and IT 190 req.*

Use, evaluation, and development of computer-aided design and drafting (CAD/D) software, hardware, and systems.

**221 CONSTRUCTION TECHNOLOGY 4 F,S**

*MAT 107 or 108 or 109 or conc reg, IT 194 or HEC major req. Materials charge optional.*

Principles and practices of construction. Materials and methods used to build and enclose sub- and super-structures. Utility systems.

**222 UTILITIES FOR LIGHT****FRAME CONSTRUCTION 2 S**

*IT 191 and 221.*

Introduction to the electrical and plumbing tools, materials, practices, codes and estimating procedures in light frame construction.

**224 WOOD PROCESSING TECHNOLOGY 4 F,S**

*MAT 107 or 108 or 109 or conc reg. IT 192 req. Materials charge optional. Formerly IT 226.*

Study and practice of wood processing technology, including seasoning, preservation, cutting, forming, fastening, and finishing of wood.

**225 ANATOMY, IDENTIFICATION, AND PHYSICAL PROPERTIES OF WOOD 3**

*MAT 107 or 108 or 109 or conc reg. IT 192 req. Materials charge optional.*

Study of anatomical structure of wood, identification of softwoods and hardwoods and determination of physical and mechanical properties of wood through standard testing procedures.

**230 GENERAL METAL WORK 4 F,S**

*MAT 107 or 108 or 109 or conc reg. IT 192 req. Not for credit if had IT 232 or 330. Materials charge optional.*

Basic theory and practice in hot and cold metal-working processes; sheet metal, bench metal, metal casting, oxyacetylene and electric welding.

**233 MACHINE TOOL****TECHNOLOGY I 4 F,S**

*MAT 107 or 108 or 109 or conc reg. IT 192 req. Materials charge optional.*

Basic machine tool theory and practice; saws, drilling machines, lathes, shapers, milling machines, surface grinders, metrology, heat treatment.

**235 MACHINE TOOL****TECHNOLOGY II 4 F**

*IT 233 req. Materials charge optional.*

Theory computations, setups for precision machining; turning operations, cylindrical grinding, surface grinding, milling operations, indexing, gear cutting.

**240 ELECTRICAL TECHNOLOGY 4 F,S**

*MAT 107 or 108 or MAT 109 or conc reg. IT 191 req. Materials charge optional.*

Analysis of electrical and magnetic circuits.

**241 ELECTRICAL MACHINERY 3 F**

*IT 240 req. Materials charge optional.*

Operation, characteristics and applications of electric motors and generators.

**242 ELECTRONICS TECHNOLOGY 4 F,S**

*IT 240 or demonstrated equivalent competencies req. Materials charge optional.*

Operation, characteristics and applications of electron tubes, solid state diodes and bipolar transistors in basic electronic circuits.

**244 SEMICONDUCTOR****ELECTRONICS 3 S**

*IT 240 or demonstrated equiv competencies req. Materials charge optional.*

Operation, characteristics and applications of discrete and integrated solid state devices in selected analogic and digital circuits.

**248 OCCUPATIONAL HEALTH 3 F,S**

*CHE 110, MAT 109 or 107 and 108 req. Also offered as HSC 248. Formerly HSC 253 and IT 356.*

Adverse environmental conditions encountered in the workplace affecting employee efficiency, health, and well-being.

|  |          |               |  |
|--|----------|---------------|--|
| <b>250 THE GRAPHIC ARTS PROCESSES</b>  | <b>4</b> | <b>F,S</b>    |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 190 req. Art major, or demonstrated equiv competencies. Materials charge optional.</i>  |          |               |  |
| Theory and practice in basic relief, lithography, screen process, intaglio, photography and many support technologies.   |          |               |  |
| <b>251 GRAPHICS ARTS TECHNOLOGY</b>  | <b>4</b> | <b>F,S</b>    |  |
| <i>IT 250 req or demonstrated equivalent competencies. Materials charge optional.</i>  |          |               |  |
| Idea visualization, copy preparation, continuous tone copy, process photography, negative assembly, image carriers, ink transfer and finishing operations.   |          |               |  |
| <b>253 PHOTOMECHANICAL PROCESSES</b>   | <b>3</b> | <b>F or S</b> |  |
| <i>IT 250 req or demonstrated equivalent competencies. Materials charge optional.</i>  |          |               |  |
| Design, layout, camera ready copy preparation and process photography for a graphic reproduction.  |          |               |  |
| <b>254 CONTINUOUS TONE COPY PREPARATION</b>  | <b>3</b> | <b>F or S</b> |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 190 req. Materials charge optional.</i>   |          |               |  |
| Preparation of continuous tone copy for graphic reproduction.  |          |               |  |
| <b>261 AUTOMOTIVE POWER PLANTS</b>   | <b>4</b> | <b>F,S</b>    |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.</i>   |          |               |  |
| Theory and laboratory experiences in function, rebuild-maintenance and adjustment of automotive type engines.  |          |               |  |
| <b>262 AUTOMOTIVE ELECTRICAL SYSTEMS</b>   | <b>4</b> | <b>F,S</b>    |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.</i>   |          |               |  |
| Operating principles, applications, diagnosis and repair of automotive electrical systems and components.  |          |               |  |
| <b>263 FLUID POWER MECHANICS</b>   | <b>3</b> | <b>F,S</b>    |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.</i>   |          |               |  |
| Operating principles and applications of hydraulic, pneumatic and fluidic components and systems.  |          |               |  |
| <b>264 AUTOMOTIVE CHASSIS SYSTEMS</b>  | <b>3</b> | <b>F</b>      |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.</i>   |          |               |  |
| Theory, repair, alignment or adjustment of front and rear suspensions, manual transmissions, rear axles, steering mechanisms, and brakes.  |          |               |  |
| <b>265 AUTOMOTIVE AND MOBILE FLUID POWER SYSTEMS</b>   | <b>4</b> |               |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 191 req. Materials charge optional.</i>   |          |               |  |
| Operating principles, diagnosis and adjustment of automatic transmission, hydrostatic drives, power steering, power brakes, and accessories.   |          |               |  |
| <b>266 PHOTOVOLTAIC TECHNOLOGY</b>   | <b>2</b> | <b>F</b>      |  |
| <i>IT 240 or conc reg req.</i>   |          |               |  |
| Theory, applications, system designs, system components, and laboratory practices of photovoltaic systems.   |          |               |  |
| <b>267 AUTOMOTIVE AIR CONDITIONING AND ACCESSORIES</b>   | <b>4</b> | <b>Summer</b> |  |
| <i>IT 191, and MAT 109 or 107 and 108, or conc reg req. Materials charge optional.</i>   |          |               |  |
| Design, application, operating principles, testing, diagnosis, and adjustment of automotive air conditioning and accessories.  |          |               |  |
| <b>268 MECHANICAL TECHNOLOGY</b>   | <b>3</b> | <b>F</b>      |  |
| <i>IT 191 and MAT 107 and 108, or MAT 109. Materials charge optional.</i>  |          |               |  |
| Introduction to the operation of mechanisms, linkages, and transmission and control of mechanical energy with an emphasis on industrial systems.   |          |               |  |
| <b>271 SAFETY TECHNOLOGY</b>   | <b>3</b> | <b>F,S</b>    |  |
| <i>CHE 110 or PHY 105, MAT 109 or 107 and 108 req.</i>   |          |               |  |
| Controlling production costs due to accidents; legislation, construction, worker's compensation, and hazard recognition.   |          |               |  |
| <b>273 MULTIPLE CAR AND ON-STREET INSTRUCTION</b>  | <b>4</b> | <b>F</b>      |  |
| <i>IT 172 req. Admission to Teacher Education req. Incl Clin Exp. Content in IT 172 is used to teach beginning drivers on the driving range and on-street. Materials charge optional. Valid driver's license required.</i> |          |               |  |
| Instruction, administration, organization and evaluation of multiple-car and on-street programs.   |          |               |  |
| <b>275 TRAFFIC LAW AND ENFORCEMENT</b>   | <b>3</b> |               |  |
| <i>IT 172 req.</i>   |          |               |  |
| Philosophy, methods of detecting, apprehending violators. Fundamentals of traffic law applicable to laymen, technicians, and teachers.   |          |               |  |
| <b>284 TECHNICAL COMPUTER APPLICATIONS</b>   | <b>3</b> | <b>F,S</b>    |  |
| <i>IT 210.01, ACS 155, 164, or 168, IT 190 or cons inst. Formerly IT 386.</i>  |          |               |  |
| Principles and applications of digital computers in the solution of industrial production and control problems.  |          |               |  |
| <b>285 INDUSTRIAL PLASTICS</b>   | <b>4</b> | <b>F,S</b>    |  |
| <i>MAT 107 or 108 or 109 or conc reg, IT 192 req. Materials charge optional.</i>   |          |               |  |
| Resins, processing, fabrication; injection molding, extrusion, rotational molding, foaming, thermoforming, identification and testing.   |          |               |  |
| <b>292 MATERIALS TECHNOLOGY</b>  | <b>4</b> | <b>F,S</b>    |  |
| <i>IT 192.</i>   |          |               |  |
| Destructive and nondestructive testing procedures for determining mechanical, physical, and other properties of ceramics, metals, and polymers.  |          |               |  |
| <b>304 JOB ANALYSIS</b>  | <b>3</b> |               |  |
| Techniques and procedures for analyzing jobs for efficiency of human talent and enhancement of certain human values.   |          |               |  |
| <b>305 ORGANIZATION AND ADMINISTRATION OF VOCATIONAL COOPERATIVE EDUCATION PROGRAMS</b>  | <b>3</b> | <b>F,S</b>    |  |
| <i>Also offered as AGR 380, BEA 380, and HEC 380. Incl Clin Exp.</i>   |          |               |  |
| Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.  |          |               |  |

|  |          |             |
|--|----------|-------------|
| <b>306 COORDINATION TECHNIQUES OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS</b>  | <b>3</b> | <b>S</b>    |
| <i>Also offered as AGR 382, BEA 382, and HEC 382. Incl Clin Exp.</i>   |          |             |
| Coordination techniques needed for high school and postsecondary teacher coordinators in integrating classroom activities with daily employment.   |          |             |
| <b>307 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL</b>   | <b>3</b> | <b>F.S</b>  |
| <i>Also offered as SED 380.</i>  |          |             |
| Diagnosis and instruction of exceptional children who are placed in occupational education. Synthesizing employment and education for exceptional children.  |          |             |
| <b>308 TECHNOLOGY AND CULTURE</b>  | <b>3</b> | <b>US-7</b> |
| <i>IT 208, honor student status, or demonstrated excellence in a related field req.</i>  |          |             |
| A study of the impact of contemporary technology upon individuals, society and culture.  |          |             |
| <b>311 INDUSTRIAL OPERATIONS</b>   | <b>3</b> | <b>F</b>    |
| <i>Completion of 75 hrs req.</i>   |          |             |
| A study of industrial principles, practices and methods used to establish a sequence of operations to produce a product.   |          |             |
| <b>315 COMPUTER-AIDED DESIGN AND MANUFACTURING</b>   | <b>3</b> | <b>S</b>    |
| <i>IT 216 or 331 or cons inst.</i>   |          |             |
| Principles, practices, and systems used in computer-aided design and manufacturing. Experience with interactive graphics and automated manufacturing equipment.  |          |             |
| <b>319 COMPUTER GRAPHICS</b>   | <b>3</b> | <b>F.S</b>  |
| <i>IT 210.01 or 289 (Principles of Technical Design and Drafting), 216, or demonstrated equiv competencies and completion of 75 hrs req. Materials charge optional.</i>  |          |             |
| Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.  |          |             |
| <b>322 BUILDING CODES AND INSPECTION</b>   | <b>2</b> | <b>S</b>    |
| <i>IT 211 or 221.</i>  |          |             |
| Model construction codes and the application and administration of minimum standards for public safety.  |          |             |
| <b>323 CONSTRUCTION COST ANALYSIS</b>  | <b>2</b> | <b>S</b>    |
| <i>IT 211 or 221.</i>  |          |             |
| Estimating costs in the light-frame construction industry.   |          |             |
| <b>324 MASONRY MATERIALS AND CONSTRUCTION</b>  | <b>2</b> | <b>F.S</b>  |
| <i>IT 194 and 221 req.</i>   |          |             |
| Principles, practices, and materials with emphasis on strength, mixtures, techniques, and handling procedures.   |          |             |
| <b>325 COMPOSITE WOOD PROCESSING TECHNOLOGY</b>  | <b>3</b> |             |
| <i>IT 224 req. Materials charge optional.</i>  |          |             |
| Study and practice of manufacturing methods, physical and mechanical properties tests, and industrial applications of solid modified woods, plywood, sandwich composites, particleboard, fiberboard, and flakeboard. |          |             |
| <b>326 PRODUCTION WOODWORKING</b>  | <b>4</b> | <b>S</b>    |
| <i>IT 224 req. Materials charge optional. Formerly IT 223.</i>   |          |             |
| A study of the development of industrial wood production systems, and lab experiences in product engineering, manufacturing engineering, and plant engineering.  |          |             |

|  |          |               |
|--|----------|---------------|
| <b>330 WELDING TECHNOLOGY</b>  | <b>4</b> |               |
| <i>IT 192 req, IT 230 rec. Materials charge optional. Not for credit if had former IT 232.</i>   |          |               |
| Advanced theory and practice in modern welding processes; (GTAW) gas tungsten arc welding, (GMAW) gas metal arc welding, and other electric welding processes.                       |          |               |
| <b>331 MACHINE TOOL TECHNOLOGY III</b>   | <b>4</b> | <b>F.S</b>    |
| <i>IT 233 req. Materials charge optional.</i>  |          |               |
| Theory and practice of production machine set ups; numerical control programming and operation; and electrical discharge machining (EDM) technology.                                 |          |               |
| <b>332 APPLIED PHYSICAL METALLURGY</b>   | <b>3</b> |               |
| <i>IT 192 req. Materials charge optional.</i>  |          |               |
| Physical and mechanical properties of metals, testing properties, crystalline structure, metallurgical examination, constitution of alloys, heat treatment, industrial applications. |          |               |
| <b>342 COMMUNICATIONS ELECTRONICS</b>  | <b>4</b> | <b>S</b>      |
| <i>IT 242 req. Materials charge optional.</i>  |          |               |
| Operation and characteristics of electronic circuits and devices employed in communication systems.  |          |               |
| <b>344 INSTRUMENTATION ELECTRONICS</b>   | <b>4</b> | <b>F</b>      |
| <i>IT 242 req. Materials charge optional.</i>  |          |               |
| Operation, characteristics, calibration, and maintenance of electronic circuits and devices employed in selected electronic instruments.   |          |               |
| <b>345 INDUSTRIAL PROCESS CONTROL</b>  | <b>3</b> |               |
| <i>IT 244 and 386. Materials charge optional.</i>  |          |               |
| Study of reprogrammable, automated control systems for industrial production processes.  |          |               |
| <b>349 TECHNICAL WRITING II</b>  | <b>3</b> | <b>F.S</b>    |
| <i>ENG 249 or graduate standing req. Also offered as ENG 349. Formerly TECHNICAL WRITING.</i>  |          |               |
| Instruction and practice in editing, proposals, and analytical writing; attention given to style manuals, research-writing, and (as needed) publication.                             |          |               |
| <b>351 IMAGE CARRIERS AND IMAGE TRANSFER</b>   | <b>3</b> | <b>S</b>      |
| <i>IT 250 or demonstrated equivalent competencies and completion of 75 hrs req. Materials charge optional.</i>   |          |               |
| Theory and laboratory practice in negative assembly, and plate making, proofing and press systems.   |          |               |
| <b>352 CHARACTER GENERATION</b>  | <b>3</b> | <b>F or S</b> |
| <i>IT 250 or demonstrated equivalent competencies and completion of 75 hrs req. Materials charge optional.</i>   |          |               |
| Theory, laboratory practice on photographic, strike-on and hot metal composition equipment. Magnetic disc input and VDT editing concepts are included.                               |          |               |
| <b>353 COLOR SEPARATION</b>  | <b>3</b> | <b>S</b>      |
| <i>IT 253 or demonstrated equivalent competencies and completion of 75 hrs req. Materials charge optional.</i>   |          |               |
| Theory of color, modern color separation methods, fake color, transmission and reflection copy, color correction, additive and subtractive color.                                    |          |               |
| <b>354 THE GRAPHIC ARTS INDUSTRY</b>   | <b>3</b> | <b>F</b>      |
| <i>IT 250 or demonstrated equivalent competencies and completion of 75 hrs req. Field trips.</i>   |          |               |
| Graphic arts industrial organization of human resources, physical assets, and money; efficient production of graphic communications products.  |          |               |

**359 QUANTITATIVE OCCUPATIONAL  
HEALTH 3 F.S***IT 248 or cons inst. Also offered as HSC 359.*

Application of techniques for measurement, evaluation, and control of chemical and physical stresses in occupational environments.

**361 MOTOR VEHICLE DIAGNOSIS 3 S***IT 262 req. Materials charge optional.*

Motor vehicle systems diagnosis; emphasis on electrical and fuel and emission systems.

**365 SOLAR HEATING AND  
COOLING TECHNOLOGY 3 F***IT 191 or 211 or 221 or cons inst req. Materials charge optional.*

Principles, theory and laboratory practice in active solar systems for residential space and water conditioning.

**367 PASSIVE SOLAR TECHNOLOGY 4 S***IT 191 or 211 or 221 or cons inst req. Materials charge optional.*

Principles, theory and laboratory practice in passive solar applications.

**368 ENERGY MANAGEMENT 3 S***IT 240 req. IT 241, 263, 311, 365, 367 rec.*

Principles, techniques, equipment efficiency analysis, optimization, demand, usage, waste, and loss in energy control.

**370 INDUSTRIAL ACCIDENT  
PREVENTION 3 F.S***PHY 105; MAT 108, or 109, or equivs (110, 145, or 120); and IT 171 req.*

Principles, responsibilities and techniques for developing, organizing, implementing and administering an industrial safety program.

**371 ALCOHOL AND ACCIDENT  
PHENOMENON 3 F.S***IT 171 rec.*

Effects of alcohol on accident causation. Psychological, physiological, pharmacological actions of alcohol in view of medical, sociological, religious and economic aspects.

**372 ACCIDENT INVESTIGATION,  
RECORDS, AND EVALUATION 3 F.S***MAT 108 or 109 and IT 171 req.*

Theory and function of accident investigation, reporting, and analysis systems. Form design and utilization and cost evaluation procedures.

**373 AGRICULTURAL ACCIDENT  
PREVENTION 3 F.S***Also offered as AGR 345. Materials charge optional.*

Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.

**374 METHODS AND MATERIALS  
OF TEACHING DRIVER  
EDUCATION 4 S***IT 172 req. IT 273 rec. Content of IT 172 is used to teach beginning drivers in the driving simulator and on street. Materials charge optional. Valid driver's license required. Incl Clin Exp.*

Laboratory experience in teaching beginning drivers using driving simulation and dual-control on the street, organization and administration of Traffic Safety programs.

**375 THE HANDICAPPED STUDENT IN  
DRIVER EDUCATION 3***IT 374 req.*

Identification of problems of handicapped students in driver education courses. Emphasis on adapting and developing teaching methods for handicapped students.

**376 MOTORCYCLE EDUCATION 3 S, Summer***IT 176, 374 or cons inst; demonstrated competency as a motorcycle operator; valid drivers license with motorcycle endorsement. Lab arranged.*

Administration, organization, evaluation and instruction of Motorcycle Safety programs, including experience in teaching beginning motorcycle operators utilizing classroom and on-cycle instruction.

**377 TRAFFIC ENGINEERING 2 F.S***IT 171 and 172 req.*

Investigation of vehicle and environmental components of HTS; vehicle inspection, equipment, design; traffic studies performed; traffic planning to reduce collisions and congestion.

**378 DISASTER PREPAREDNESS 3 F***Materials charge optional.*

Organizing, directing, coordinating disaster services in schools, industry and local government. Includes T.B.A. 48 hr. disaster exercise.

**379 CURRICULUM DEVELOPMENT IN  
DRIVER EDUCATION 3***IT 172 req. Content of IT 172 is used as students teach beginning drivers in the classroom. IT 273 or 374 rec. Materials charge optional. Incl Clin Exp.*

Behavioral-oriented curriculum applicable to driver education. Behavioral objectives, learning activities, measurement of student performance peculiar to driver education.

**380 FIRE PROTECTION AND  
PREVENTION 4 F,Summer***MAT 107, 109, or equivalent, IT 171, and CHE 110 req. Materials charge optional.*

Measures related to safeguarding human life and preservation of property in prevention, detection, and extinguishing fires.

**381 OCCUPATIONAL SAFETY AND  
HEALTH ACT (OSHA) 3 F.S***MAT 107, 109, or equivalent, IT 171, and IT 192 req. Materials charge optional.*

Interpretation of the provisions of the Occupational Safety and Health Act. The regulations, standards, and reporting requirements issued pursuant to it.

**382 SAFETY PERFORMANCE CONTROL 3 S***IT 370 req.*

Development of specialized knowledge and skills in problem-solving; evaluation and implementation of occupational safety programs.

**383 INDUSTRIAL COMPUTER  
INTERFACING 3 F.S***IT 284 or ACS 255 or cons inst.*

Standardized communications hardware and protocols. Identification of existing standards and hardware and evaluation of specific interfacing needs.

**384 PLASTICS MOLDING PROCESSES 4 S***IT 285. Materials charge optional.*

Advanced theory and practice related to plastics molding, process control, molds and dies, and auxiliary equipment.

**385 REINFORCED PLASTICS 4 F.S***IT 285 req. Materials charge optional.*

Advanced theory, practical application of fiberglass, plastic resins, other materials in hand layup, spray up, filament winding and other common industrial techniques.

**387 FORMING, EXPANDING AND FABRICATING PLASTICS 4 F***IT 224, 285, and 233. Materials charge optional.*

Advanced study of solid and cellular plastics used for product development involving thermoforming, foam molding, assembling, machining, and decorating.

**388 PLASTICS PRODUCT DESIGN 4 S***8 hours from IT 285, 384, 385, or 387. Materials charge optional.*

Designing plastic tooling, fixtures, and industrial consumer products.

**390 GRAPHIC COMMUNICATIONS SYSTEMS DEVELOPMENT 4 F.S**

*IT 311 and 9 sem hrs of advanced technical courses in one of the following specialties: Industrial Computer Systems, Design/Drafting, or Graphic Arts, or cons inst req.*

Development of graphic communications systems using advanced principles and techniques in the generation, storage, transmission, and reproduction of graphic images.

**391 ENERGY AND POWER SYSTEMS DEVELOPMENT 4 F.S**

*IT 311, and 9 sem hrs of advanced technical courses in one of the following specialties: Automotive Tech, Energy Systems Tech, Electronics Tech, or Process Control Tech, or cons inst req.*

Team approach to designing and integrating new energy and power systems.

**392 INDUSTRIAL PRODUCTION 4 F.S**

*IT 311 and 4 sem hrs of advanced technical courses in Wood, Metal or Plastics Technology and senior standing or cons inst req. Materials charge optional.*

Industrial Production systems including product, manufacturing, and plant engineering.

**394 CARPENTRY CONSTRUCTION 4 F.S**

*IT 221 req. Students are personally responsible for transportation to construction site. Formerly IT 321.*

Theory, materials and practices of the building construction industry. Practical experience through on-site activities including carpentry and related trades.

**398 PROFESSIONAL PRACTICE: INDUSTRIAL TECHNOLOGY OR SAFETY 1-8 F.S**

*Jr-sr standing. Prior dept approval required. No more than 4 semester hours may apply toward the comprehensive major. May be repeated. Materials charge optional. Max 16 hrs applicable toward graduation. 40 hours practice per credit hr of internship; 120 hours coop per credit hr.*

Planned and supervised work/study experiences in local and state businesses, industries, and governmental agencies.

**398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN SAFETY****398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN TECHNOLOGY OF INDUSTRY****398.51 PROFESSIONAL PRACTICE: COOP IN SAFETY****398.52 PROFESSIONAL PRACTICE: COOP IN TECHNOLOGY OF INDUSTRY****MILITARY SCIENCE DEPARTMENT (MSC)**

ROTC Building, 205 North University

**Professor of Military Science:** LTC James R. McCormack

Military Science (Army ROTC) is course of instruction that provides college-trained officers for the US Army, the Army National Guard and the US Army Reserve. Military Science courses enhance student education by providing unique leadership and management experience which helps develop self-discipline, physical stamina and poise. This educational enhancement is further continued through the Professional Military Education program. This program requires the advanced student to take one course in each of the following areas: military history, written communication skills, and human behavior. Participation in field trips may be required during each semester.

The four-year Military Science program is divided into two parts: The Basic Course and the Advanced Course.

The Basic Course is usually taken in the freshman and sophomore years with no military commitment incurred during this time. Subjects cover areas of national defense; military history; land navigation; leadership development; and military courtesy, discipline and customs. Uniforms, necessary textbooks and materials are furnished without cost to the student.

After completing the Basic Course, students who have demonstrated officer potential, meet Army physical standards, and have a cumulative minimum GPA of 2.0 are eligible to enroll in the Advanced Course.

The Advanced Course is normally taken in the final two years of college. Instruction includes further leadership development, organization and management, tactics, and administration, and is directed toward preparing the student to be commissioned as an Army officer upon completion of the course.

A paid Advanced Camp is held during the summer between the junior and senior years. This camp permits students to put into practice the principles and theories they have acquired in the classroom. It also exposes them to the stresses of Army life in a field environment.

All cadets in the Advanced Course receive uniforms, necessary military science textbooks, pay for Advanced Camp, and a living allowance of up to \$1,000 each school year.

**Military Science Courses****101 INTRODUCTION TO MILITARY SCIENCE 1 F.S**

Introduction to organization, mission, functions, and customs of the Army; includes military life and customs and an introduction to United States defense establishment.

**102 INTRODUCTION TO TACTICS 1 S**

Fundamentals of tactics and their application to employment of squad and platoon sized units in offensive and defensive military operations.

**111 LAND NAVIGATION 2 S**

Map reading fundamentals; application of land navigation principles as applied to military maps using the lensatic compass and terrain association.

**112 FUNDAMENTALS OF LEARNING AND MILITARY INSTRUCTION 1 F**

Principles of military instruction, evaluation, training techniques, briefings, facilities and resources. Introduction to fundamentals of learning theory and processes.

**200 LEADERSHIP LABORATORY 0 F.S***Reg in AROTC Advanced Course req.*

Provides development by practical application of the student's leadership characteristics through progressive training in leadership, drill and command.

**203 ROTC BASIC CAMP 5 Summer***Cons inst req. Cr/No Cr only. Not open to students who have had MSC 101, 102, 111, and 112.*

Provides instruction and practical application on basic military concepts of map reading, tactics, principles of instruction and drill and ceremony. Training is presented off campus.

**220 PRINCIPLES OF MILITARY LEADERSHIP 2 F***Reg in AROTC Advanced Course or cons inst req.*

Introduction to principles, responsibilities, techniques of military leadership and problems of leadership in the military environment.

**221 MILITARY OPERATIONS 3 S***Reg in AROTC Advanced Course or cons inst req.*

Application of principles of offensive and defensive combat; analysis of divisional unit and mission accomplishment methods.

**240 MILITARY LAW AND ADMINISTRATIVE MANAGEMENT 3 F***Reg in AROTC Advanced Course or cons inst req.*

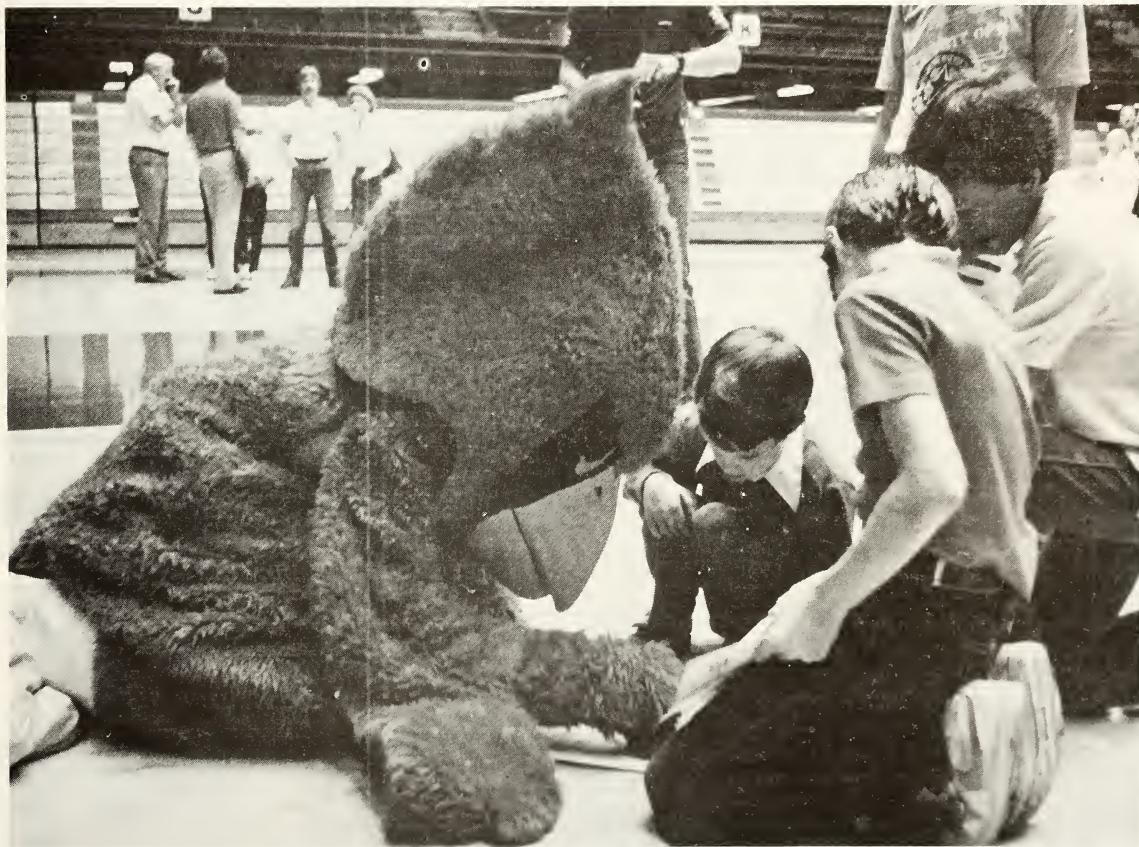
Fundamental concepts of military justice; principles of courtsmartial and non-judicial punishment; staff principles and procedures in the Army organizational structure.

**241 MILITARY PROFESSIONALISM AND RESPONSIBILITY 1 S***Reg in AROTC Advanced Course or cons inst req.*

Introduction to professionalism and military professional responsibility.

**242 ROTC ADVANCED CAMP 6 Summer***Reg in AROTC Advanced Course req. Cr/No Cr only.*

Instruction and practical application in field training, demonstration of leadership capabilities, and leadership opportunities of problem analysis, decision making, and troop-leading. Training is presented off campus.





# COLLEGE OF ARTS AND SCIENCES

**Dean:** Virginia L. Owen, 141 Stevenson Hall.

The College of Arts and Sciences provides the opportunity for a liberal education in addition to the attainment of career-oriented skills. The College includes the Departments of Biological Sciences, Chemistry, Communication, Economics, English, Foreign Languages, Geography-Geology, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology, Anthropology and Social Work and Speech Pathology-Audiology. The College offers the core of the University Studies program required of all undergraduates, a wide range of academic major and minor programs for meeting baccalaureate degree requirements, master's programs in most disciplines and doctoral programs in Biological Sciences, Economics, English, History and Mathematics. Course offerings span the humanities, social and behavioral sciences, natural sciences, and mathematics.

## ARTS AND SCIENCES PROGRAMS

### General Studies Major: Arts and Sciences Sequence

*This program is one of the sequences included in the General Studies Major. See the General Studies Major for admission procedures. For further information, contact the Academic Advisement Center, Julian 210.*

The Arts and Sciences Sequence is designed for students wishing to pursue a baccalaureate degree with broad specialization in the liberal arts and sciences. The student chooses the focus of the major by determining the two or more departments around which to build the program. Students who complete the Arts and Sciences sequence will earn a Bachelor of Arts or Bachelor of Sciences Degree and have their transcripts noted: "General Studies Major: Arts and Sciences Sequence."

#### General Studies Major: Arts and Sciences Sequence Requirements:

- 120 hour graduation requirement, including University Studies requirements, and 42 senior college (200-300 level) hours.
- An approved plan of study with a minimum of 36 hours from two specified Arts and Sciences departments, including 12 senior college hours (200 or 300 level) from each of the two departments, a maximum of 25 hours from any one of the departments, and a total of 96 hours from Arts and Sciences departments.

### Latin American Studies Program

No major offered. Further Information: Dean of the College of Arts and Sciences.

#### MINOR IN LATIN AMERICAN STUDIES

- 24 hours in Latin American Studies courses required.
- Required courses: Two semesters of college Spanish or Portuguese, or the equivalent. Student completes, with the approval of an adviser designated by the Dean of

Arts and Sciences, a planned program of study in which courses are elected in at least three fields other than Spanish and Portuguese. Work in the fields may include appropriate courses in AGR, ART, BSC, ECO, FOR, GEO, HIS, POS, and SAS.

This program must be planned in consultation with an academic adviser. With the approval of the adviser, courses in fields other than those listed above may be counted toward the minor, providing those courses are considered relevant to the course of study. No more than two courses in the student's major field of study, however, will be applicable toward the minor in Latin American Studies. Students interested in this program should consult the Dean of the College of Arts and Sciences.

### Social Sciences Programs

Degrees Offered: B.A., B.S. Further Information: Department of History.

The Social Sciences Programs are housed in the Department of History in cooperation with the departments of Economics; Sociology, Anthropology, and Social Work; and Political Science.

#### COMPREHENSIVE SOCIAL SCIENCES MAJOR

- 60 hours in social sciences (ECO, HIS, POS, and SAS courses).
- Required courses: at least 8 hours in economics, including ECO 100 and 101; at least 8 hours in United States history and 8 hours in World history (which must include one non-Western history course); at least 8 hours in political science, including POS 105; at least 8 hours in sociology, including SAS 106.

#### COMPREHENSIVE SOCIAL SCIENCES MAJOR Teacher Certification Requirements

- Required courses: HIS 290, 390 in addition to the requirements for the Comprehensive Social Sciences Major. Part of entitlement program leading to certification: secondary 6-12.
- 24 hours in Professional Education (including student teaching) required.
- University Studies courses selections must meet state certification requirements.
- Special requirements for admission to the Teacher Education program must be met prior to student teaching.

Students who wish to pursue these majors consult the advisor to Social Sciences students in the Department of History.

## BIOLOGICAL SCIENCES (BSC)

206 Felmley Hall

**Chairperson:** George W. Kidder III.

**Faculty:** Professors: Anderson, Birkenholz, Brockman, Brown, Chuang, Fehrn, Hetzel, Huizinga, Jensen, Kidder, Liberia, Mockford, Nadakavukaren, Tone, Weber. Associate Professors: Armstrong, Cain, Collier, Cralley, Fitch, Katz,

McCracken, Preston, Riddle, Thompson, Wilkinson. Assistant Professors: Barnett, Brunner, Cheung, Rascati. Adjunct Faculty: Fierer, Kurtzman, M. Miller, R. Miller. Joint Appointments with Chemistry: Gates, Richardson, Tsang.

## Biological Sciences Programs

Degrees Offered: B.A., B.S.

### MAJOR IN BIOLOGICAL SCIENCES

#### B.A. Requirements

- 37 hours in Biological Sciences required.
- Required courses: BSC 191 and 304. At least two courses must be chosen from BSC 192, 194, and 260 and two courses from BSC 201, 216, and 219, with a minimum of 8 additional hours of laboratory courses. BSC courses below 191, and 202, 204, 303, and 307 **may not** be used in the major. A laboratory course in organic chemistry (220 or 230, 231) is also required. Students electing this program should also consult University requirements for the B.A. degree. Majors planning to attend professional or graduate school may also need to take a full year of both organic chemistry and physics.

#### B.S. Requirements

- 37 hours in Biological Sciences required.
- Required courses: BSC 191 and 304. At least two courses must be chosen from BSC 192, 194, and 260 and two courses from BSC 201, 216, and 219, with a minimum of 8 additional hours of laboratory courses. BSC courses below 191, and 202, 204, 303, and 307 **may not** be used in the major. Laboratory courses in organic chemistry (220 or 230, 231) and general physics (105, 108, or 110) are also required. Majors planning to attend professional or graduate school may need to take a full year of both organic chemistry and physics.

**Advisement Option:** Community and Public Health. Students majoring in Biology may elect a Community and Public Health concentration. No specific courses are required in addition to those required for all Biology majors. For students interested in this concentration, the following courses are recommended:

1. BSC 283, 361, 383, and 398 (internship). These courses can be used to satisfy the 16 hours of BSC electives needed for the major.
2. HSC 292, 297, 350.

### MAJOR IN BIOLOGICAL SCIENCES

#### Teacher Certification Requirements:

Students pursuing a Biological Sciences major may be certified to teach in the biological sciences (See A below), or the biological and physical sciences (See B below).

Before being admitted to the University Teacher Education Program (see University-wide Teacher Education Program Requirements in Catalog), the biological sciences major must meet departmental requirements for admission. These include a positive recommendation from the Teacher Education Committee. The recommendation is based in part on successful completion of a personal interview and a written essay. Students should see the Departmental Teacher Education Adviser for information. Part of entitlement program leading to certification: secondary 6-12.

— **A. Biological Sciences Certification:** A student completing these requirements can meet the minimum qualifications to teach the following subjects as defined by the State Board of Education, Document 1, 7-3.18, 7-3.19, and 7-3.20: Biology, Zoology, Botany and General Science. 37 hours in Biological Sciences required. Required courses:

BSC 192, 194, 201, 216, 219, 260, 304 and 307. At least 8 semester hours of botany with lab, and 8 semester hours of zoology with lab, must be included. A laboratory course in organic chemistry also is required. BSC courses below 191 and 202, 204 and 303 **may not** be used as electives in major.

— **B. Biological and Physical Sciences Certification:** A student completing these requirements can meet the minimum qualifications to teach the following subjects as defined by the State Board of Education, Document 1, 7-3.18, 7-3.19, and 7-3.20: Biology, Botany, Zoology, Chemistry, Physics, Physical Science, and General Science.

37 hours in Biological Sciences, 14 hours in chemistry including a laboratory course in organic chemistry, and 10 hours of general physics required. Required courses: BSC 192, 194, 201, 216, 219, 260, 304 and 307. BSC courses below 191 and 202, 204 and 303 **may not** be used as electives in major. At least 8 semester hours of botany with lab, and 8 semester hours of zoology with lab must be included.

### MINOR IN BIOLOGICAL SCIENCES

#### Biological Sciences Sequence

24 hours in Biological Sciences required. Required courses: BSC 191 and either 192 or 194. At least 12 of the elective hours must be of 200 or 300 level courses. BSC 100, 110, 303, and 307 may not be used as electives in minor.

**Human Biology Sequence:** 24 hrs in Biological Sciences required. Required courses: BSC 181, 182, 183. 16 hrs of electives selected from among BSC 111, 145, 160, 170, 185, 199, 202, 216, 260, 283, 361, 380, 381, 382, 383, 386, and 387, 392, or other courses approved by the Biology Dept., at least 8 hrs of 200 level courses or above.

### MINOR IN BIOLOGICAL SCIENCES

#### For Teacher Education:

— 24 hours in Biological Sciences required including at least 8 semester hours of botany with lab and 8 semester hours of zoology with lab.

— Required courses: BSC 192, 194, 307 (2 or 3 hrs, depending on major).

BSC 100, 110 and 303 **may not** be used as electives in minor. At least 8 of the elective hours must be of 200 or 300 level courses.

**Honors in Biological Sciences:** Students majoring in Biological Sciences may be admitted to the departmental honors program if they have: 1) completed at least 30 semester hours of college level courses, including at least two in biological sciences, 2) a minimum of three semesters remaining before graduation, 3) a cumulative grade point average of 3.3, 4) submitted to the departmental chairperson two letters of recommendation from faculty members, and 5) received admission approval from the departmental honors committee.

In order to graduate with Honors in Biological Sciences a student must complete: 1) all regular requirements for the Biological Sciences major; 2) 1 year of a foreign language; 3) mathematics through one semester of calculus; 4) 12 hours of Biological Sciences on a tutorial (i.e., In- course Honors) with a grade of A or B in each; 5) 3 hrs. of BSC 299; and 6) have at the time of graduation a cumulative G.P.A. of at least 3.3 and at least 3.5 in courses in Biological Sciences.

## Biological Sciences Courses

100 INTRODUCTION  
TO BIOLOGICAL  
SCIENCES 3 US-3

F,S

*Not for credit maj min. Lecture and laboratory.  
Biological principles in relationship to man.*

|  |            |  |            |
|--|------------|--|------------|
| <b>110 GREEN THUMB<br/>BOTANY 3</b>  | <b>F.S</b> | <b>195 INTRODUCTION TO<br/>OCEANOGRAPHY 3 US-3</b>   | <b>S</b>   |
| <i>Not for credit maj min or if had BSC 121 or AGR 150.<br/>Lecture and laboratory. Materials charge optional.</i>   |            | <i>Also offered as GEO 195.</i>  |            |
| Introduction to the basic principles of plant structure, function, growth, propagation, and disease with emphasis on applications to the growth of house plants.                                     |            | General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.  |            |
| <b>111 PLANTS AND CIVILIZATION 3 US-7 F.S</b>  |            | <b>199 ANIMAL BEHAVIOR 3 US-3</b>  | <b>F</b>   |
| <i>Not for credit BSC maj.</i>   |            | An introduction to ethology — the biology of behavior. Behavior studies as performed in the natural habitat. Invertebrates and vertebrates, including man, will be considered.               |            |
| Study of plants useful and important to society; concentrating on the diversity of plant uses, their origins, and influences on civilization.  |            | <b>201 GENERAL ECOLOGY 4</b>   | <b>F.S</b> |
|  |            | <i>BSC 191 or 192 and 194. Lecture, laboratory, and field trips.</i>   |            |
| <b>145 HUMAN BIOLOGY 2 US-7 F.S</b>  |            | Relationships among living organisms and their environment at ecosystem, community, population, and individual levels.   |            |
| <i>Not for credit maj. Formerly HYGIENE AND BIOLOGY OF MAN.</i>  |            | <b>202 HUMAN ECOLOGY 3 US-7 F.S</b>  |            |
| Practical human physiology and the nature of disease; emphasis on health problems related to nutrition, cardiovascular and respiratory diseases, drug use, sex and reproduction.                     |            | <i>Not for credit maj.</i>   |            |
| <b>160 INTRODUCTORY<br/>MICROBIOLOGY 4 US-3 F.S</b>  |            | A study of the general principles and applications of ecology with emphasis on man's place in the ecosystem and how environmental problems are related to fundamental ecological principles. |            |
| <i>Not for credit maj or if had BSC 260. Lecture and laboratory.</i>   |            | <b>204 INTRODUCTION TO NATURAL<br/>HISTORY 4 US-3</b>  | <b>S</b>   |
| Introduction to microorganisms, their application and relationship to the human environment.   |            | <i>Not for credit maj. Lecture, laboratory, and fieldwork.</i>   |            |
| <b>170 GENETICS AND<br/>SOCIETY 3 US-3 F.S</b>   |            | The natural history and ecology of selected plant and animal groups.   |            |
| <i>Not for credit maj.</i>   |            | <b>216 GENERAL PHYSIOLOGY 4 F.S</b>  |            |
| Introduction to genetics and human heredity with an emphasis on the impact of recent advances in genetics upon society.  |            | <i>Org chem and BSC 191 or 192 or 194. Lecture and laboratory req.</i>   |            |
| <b>181 HUMAN PHYSIOLOGY AND<br/>ANATOMY I 4 US-3 F.S</b>   |            | Chemical and physical aspects of life processes.   |            |
| <i>Not for credit maj. Lecture and laboratory.</i>   |            | <b>219 GENETICS 4 F.S</b>  |            |
| Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.   |            | <i>BSC 191 or 192 and 194 req. Lecture and laboratory.<br/>Formerly BSC 319.</i>   |            |
| <b>182 HUMAN PHYSIOLOGY AND<br/>ANATOMY II 3 US-3 F.S</b>  |            | Data, concepts and logic of genetics from Mendel to the present.   |            |
| <i>BSC 181. Lecture only.</i>  |            | <b>222 COMPARATIVE PLANT<br/>MORPHOLOGY 4 F.S</b>  |            |
| Laboratory exercises in anatomy and physiology to accompany topics in BSC 182 lecture.   |            | <i>BSC 192 req. Lecture and laboratory.</i>  |            |
| <b>183 HUMAN PHYSIOLOGY<br/>AND ANATOMY II LABORATORY 1 F.S</b>  |            | Morphology, phylogeny, and taxonomy of non-vascular and vascular plants.   |            |
| <i>BSC 181. No credit granted in BSC 183 until credit earned in BSC 182.</i>   |            | <b>223 ECOLOGY AND IDENTIFICATION<br/>OF PLANTS 4 F</b>  |            |
| Laboratory exercises in anatomy and physiology to accompany topics in BSC 182 lecture.   |            | <i>BSC 192 req. Lecture and laboratory.</i>  |            |
| <b>185 INTRODUCTION TO<br/>EVOLUTION 3 US-3 F.S</b>  |            | Ecology, phylogeny, and taxonomy of vascular plants.   |            |
| <i>Not for credit maj. Lecture.</i>  |            | <b>258 EPIDEMIOLOGY 3 F</b>  |            |
| Comprehensive survey of the processes of biological evolution, major trends in the plant and animal kingdoms, and the historical development of evolutionary theory and its impact on human society. |            | <i>BSC 160 or 260, SAS 240 req. Also offered as HSC 258.</i>   |            |
| <b>191 PRINCIPLES OF BIOLOGY 4 US-3 F.S</b>  |            | Principles and methods governing the surveillance and investigation of disease and injury in human populations.  |            |
| A survey of the basic principles of Biology. Lecture only.   |            | <b>260 MICROBIOLOGY 4 F.S</b>  |            |
| <b>192 GENERAL BOTANY 4 US-3 F.S</b>   |            | <i>Org chem and BSC 191 or 192 or 194 req. Not for credit if had BSC 160. Lecture and laboratory.</i>  |            |
| <i>Lecture and laboratory. Formerly BSC 121.</i>   |            | Uniqueness, diversity, ecology, molecular biology and practical applications of microorganisms.  |            |
| Introduction to the principles of structure, function, growth, reproduction, and classification of plants.   |            | <b>283 ANIMAL PHYSIOLOGY 4 F.S</b>   |            |
| <b>194 GENERAL ZOOLOGY 4 US-3 F.S</b>  |            | <i>BSC 216 req. Lecture and laboratory.</i>  |            |
| <i>Lecture and laboratory. Formerly BSC 190.</i>   |            | The physical and chemical basis of system physiology with reference to invertebrates and vertebrates.  |            |
| Classification, morphology, physiology, genetics, evolution, and ecology of representative animal phyla.   |            | <b>292 INVERTEBRATE<br/>ZOOLOGY 4 F</b>  |            |
|  |            | <i>BSC 194 req. Lecture and laboratory.</i>  |            |
|  |            | Phylogeny, comparative functional anatomy, embryology, ecology, and natural history of the invertebrates.  |            |

**90 Biological Sciences**

|  |               |  |            |
|--|---------------|--|------------|
| <b>294 ENTOMOLOGY 4</b>  | <b>F</b>      | <b>326 PLANT PHYSIOLOGY 4</b>  | <b>S</b>   |
| <i>BSC 194 req. Lecture and laboratory.</i><br>Taxonomy and life histories of insects.   |               | <i>BSC 216 req. Lecture and laboratory. Formerly BSC 217.</i><br>Plant structure and function: photosynthesis, translocation, growth and development. Laboratory emphasis on independent experimentation.            |            |
| <b>295 COMPARATIVE VERTEBRATE ANATOMY 4</b>  | <b>F.S</b>    | <b>329 HUMAN GENETICS 3</b>  | <b>S</b>   |
| <i>BSC 194 req. Lecture and laboratory. Formerly BSC 192.</i><br>Evolution and comparative anatomy of vertebrates.   |               | <i>BSC 219. Lecture.</i><br>Detection, expression, transmission, and molecular manipulation of human traits; emphasis on medical genetics.   |            |
| <b>300 READINGS IN BIOLOGICAL SCIENCES 1</b>   | <b>F.S</b>    | <b>331 TAXONOMY AND EVOLUTION OF VASCULAR PLANTS 4</b>   | <b>F</b>   |
| Reading and discussion of classical and modern biological literature.  |               | <i>BSC 192 req. Lecture and laboratory.</i><br>Systematics, evolution, and distribution of higher plants. Taxonomic principles, nomenclature, morphology, phylogenetic systems, and modern methods of investigation. |            |
| <b>302 HISTORY OF BIOLOGY 3</b>  |               | <b>333 EVOLUTIONARY MORPHOLOGY OF VASCULAR PLANTS 4</b>  | <b>F</b>   |
| A study of great biologists emphasizing their contributions to the development of the biological sciences.   |               | <i>BSC 192 req. Lecture and laboratory.</i><br>Comparative survey of structure, life histories, reproductive mechanisms and evolutionary relationships of vascular plants.   |            |
| <b>303 NATURAL SCIENCE FOR ELEMENTARY TEACHERS 3</b>   |               | <b>334 INTRODUCTORY MYCOLOGY 4</b>   | <b>S</b>   |
| <i>Not for credit maj min. Lecture and laboratory.</i><br>Current developments in science instruction.   |               | <i>BSC 192 req. Lecture and laboratory.</i><br>Morphology, taxonomy and evolution of the fungi.  |            |
| <b>304 SEMINAR IN BIOLOGY 1</b>  | <b>F.S</b>    | <b>361 MICROBIAL PATHOGENS 4</b>   | <b>F.S</b> |
| Oral and written reports on current topics in biology.   |               | <i>BSC 260 req. Lecture and laboratory. Formerly BSC 261.</i><br>Pathogenesis, identification, cultivation and classification of bacteria, viruses, fungi and animal parasites associated with diseases of man.      |            |
| <b>305 SPECIAL PROBLEMS IN BIOLOGY 1-3</b>   | <b>F.S</b>    | <b>365 PHYCOLOGY 4</b>   | <b>F</b>   |
| <i>Independent research in biology. Projects must be approved by the supervising faculty member and dept chair prior to reg. May be repeated. Maximum of 3 hrs from BSC 299, 305 or 398 may be counted toward major requirements.</i>  |               | <i>BSC 192 req. Lecture and laboratory.</i><br>Morphology, taxonomy, physiology and ecology of the algae.  |            |
| <b>306 REGIONAL AND AREA STUDIES 1-9</b>   |               | <b>366 INDUSTRIAL MICROBIOLOGY 3</b>   |            |
| <i>Cons inst.</i><br>Field studies of organisms and their environments.  |               | <i>BSC 160 or 260.</i><br>Application of microorganisms as biological machines for industrial processes. Emphasis on biotechnological transformations resulting from genetic engineering.                            |            |
| <b>307 METHODS IN THE TEACHING OF BIOLOGY 2-3</b>  | <b>F</b>      | <b>367 IMMUNOLOGY 4</b>  |            |
| <i>C&amp;I 200.03 or equiv or conc reg. Incl Clin Exp. BSC education major must register for 3 hrs. BSC Education minor, 2 or 3 hrs, depending upon major. Adm. to Teacher Ed. req.</i><br>Strategies, curricula, and materials applicable to teaching secondary school science. 35 hrs clinical experiences included. |               | <i>BSC 192 and 260, or cons inst req. Offered every third semester. Lecture and laboratory.</i><br>Molecular, cellular, transplantation and tumor immunology; antimicrobial immunity; immunochemistry.               |            |
| <b>308 FIELD BIOLOGY 3</b>   | <b>Summer</b> | <b>368 VIROLOGY 4</b>  |            |
| <i>BSC 191 or 192 and 194 or equiv req. BSC 201 or equiv rec. Lecture and laboratory and field trips.</i><br>Ecological communities of Central Illinois. Classification of woody plants and vertebrates.   |               | <i>BSC 219 and 260 req. Lecture and laboratory.</i><br>Bacterial, avian, insect, plant and mammalian viruses and their involvement in disease and cancer. Viral diagnostics.   |            |
| <b>318 HISTOLOGICAL TECHNIQUES FOR ZOOLOGISTS AND BOTANISTS 2</b>  | <b>F.S</b>    | <b>380 HISTOLOGY 4</b>   |            |
| <i>Lecture and laboratory. Formerly LABORATORY TECHNIQUES</i><br>Preparation of microscope slides, special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations.   |               | <i>BSC 194 req. Lecture and laboratory. Formerly BSC 480.</i><br>Microscopic anatomy of cells, tissues and organs of vertebrates.  |            |
| <b>320 PLANT PATHOLOGY 4</b>   | <b>F</b>      | <b>381 ANATOMY OF PHYSICAL DISABILITIES 4</b>  | <b>F.S</b> |
| <i>BSC 192 req. Lecture and laboratory.</i><br>Morphology, life histories, host-parasite relationships and control measures for fungal, bacterial and viral pathogens.   |               | <i>BSC 182 or 194 or HPR 182 req. Not for credit if had BSC 386 or 387. Lecture and laboratory.</i><br>Musculo-skeletal and nervous systems emphasized.  |            |
| <b>321 MOLECULAR AND DEVELOPMENTAL GENETICS 4</b>  |               | <b>382 THE EYE: A LABORATORY AND CLINICAL STUDY 3</b>  | <b>F</b>   |
| <i>BSC 219 and 260 or cons inst req. Lecture and laboratory.</i><br>Organization of the genome; structure of chromatin and chromosomes; genetic regulation of development; molecular bases of DNA functions.   |               | <i>Anatomy and physiology of the eye. Lecture and laboratory.</i><br>Clinical demonstrations on the detection and care of eye disorders.   |            |

**383 PARASITOLOGY 4 F***BSC 194 req. Lecture and laboratory.*

Host-parasite relationships, life histories, and morphology of arthropod, helminth and protozoan parasites of animals.

**386 GROSS ANATOMY 4 F***BSC 182 or 194 or HPR 182 req. Not for credit if had BSC 381.*

Human body exclusive of head and neck.

**387 GROSS ANATOMY 4 S***BSC 182 or 194 or HPR 182 req. Not for credit if had BSC 381.*

Human head, neck and neuroanatomy.

**390 EVOLUTION 3 S***BSC 219 req. Lecture only.*

Origin of life, genetic code, mutation, selection, genetic drift, and speciation.

**391 INSECT MORPHOLOGY 4 S***BSC 194 req. Lecture and laboratory.*

Structure and evolution of insect organ systems.

**392 EMBRYOLOGY 4 F.S***Lecture and laboratory.*

Comparative embryology of the vertebrates with emphasis on avian and mammalian embryos.

**394 PROTOZOOLOGY 4 S***BSC 194 req. Lecture and laboratory.*

Morphology, physiology, reproduction, taxonomy, and ecology of free-living and parasitic protozoa.

**395 BIOLOGY OF THE LOWER VERTEBRATES 4 S***BSC 194 req. Lecture and laboratory.*

Fish, amphibians, and reptiles: behavior, ecology, evolution, systematics, zoogeography, reproduction, and adaptive significance of morphology.

**396 BIOLOGY OF THE HIGHER VERTEBRATES 4 S***BSC 194 req. Lecture, laboratory and field trips.*

Birds and mammals: behavior, ecology, evolution, systematics, and adaptive significance of morphology.

**398 PROFESSIONAL PRACTICE****BIOLOGY 2-6 F.S.Summer***In standing in Biological Sciences with 2.5 GPA in all natural sciences req. May be repeated. Max 16 hrs professional practice, but no more than 3 hrs from BSC 299, 305 or 398 may be counted toward major requirements. Approval of departmental professional practice advisor req. Cr/no cr only.*

Practical experience through employment in agencies such as biological research facilities, zoological or botanical gardens, game reserves or environmental service. One credit per 50-60 hours work experience.

**CHEMISTRY (CHE)****305 Felmley Hall****Chairperson:** Douglas X. West.**Faculty:** Professors: Duty, House, Ichniowski, Kurz, Reiter, Richardson, Shulman, Stevenson, Tsang, West. Associate Professors: Bunting, Clark, Gates, Hansen, Hunt, Rothenberger, Webb. Assistant Professor: Lash.**Chemistry Programs**

Degrees Offered: B.A., B.S. The Department of Chemistry is on the approved list of the American Chemical Society.

**B.S. CHEMISTRY MAJOR**

— 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.

— Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 233, 315, 350, 360, 361, 362, 363.

— One year of physics, preferably PHY 110 and 111, and one year of calculus (through MAT 146) must be completed prior to enrolling for CHE 360; approved elective courses selected from CHE courses numbered 200 or higher.

— The following are highly recommended: one year of a foreign language, a course in computer programming, a course in technical writing and courses in biological sciences.

**B.A. CHEMISTRY MAJOR**

— 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.

— Required courses: CHE 140 and 141 (or 150), 230, 231, 232, 360, 362; approved elective courses selected from CHE courses numbered 200 or higher.

Approved advanced elective courses from other natural sciences departments may replace a maximum of 6 of the required 27 hours. Students electing this program should also consult University requirements for the B.A. degree.

**MAJOR IN CHEMISTRY****Teacher Certification Requirements**

— 37 hours required in Chemistry, including at least 27 hrs in courses numbered 200 or higher. CHE 301 required in addition to the required courses for either the B.S. or B.A. Chemistry Major. A Teacher education student may elect either option as part of the entitlement program leading to certification: secondary 6-12.

**MINOR IN CHEMISTRY**

— 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher.

— Required courses: CHE 140 and 141 (or 150).

**MINOR IN CHEMISTRY****For Teacher Education**

— 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher. CHE 301 (2 credit hours) required in addition to the required courses for the Minor in Chemistry.

**Basic Chemistry Courses for Majors:** Chemistry majors normally are expected to take CHE 140 and 141. A student who demonstrates high achievement in chemistry at the pre-college level may take CHE 150 in place of 140 and 141. CHE 110 and 114 may be taken in place of 140. This 6-hour sequence is designed for students who are not sufficiently prepared for CHE 140 and for students who elect to become Chemistry majors or minors after having completed CHE 110. Credit toward graduation is not given for both CHE 110 and 140, or both CHE 114 and 140.**Chemistry Courses****102 SCIENCE AND MODERN****MAN 3 US-3 F.S***Open only to students with no college credit in CHE. Selected topics from chemistry and science in general, and illustration of relevance of chemistry and other sciences to today's world.*

**104 CHEMISTRY OF LIFE 3 US-3 F.S***CHE 102 or 1 year of H.S. CHE.*

Application of chemical principles to the understanding of life processes. A second course designed for non-science majors.

**106 CHEMISTRY OF PHOTOGRAPHY 2***Lecture and demonstrations. Not for credit CHE major.*

An introduction to photographic chemistry in black and white and selected color processes. Designed primarily for students with some experience in photographic processing.

**110 FUNDAMENTALS OF CHEMISTRY 4 US-3 F.S***Not for credit if had CHE 140, 141, or 150.*

One-semester introductory survey of fundamental concepts, laws and theories of chemical science and their application to common chemical systems.

**112 FUNDAMENTAL CHEMISTRY LABORATORY 1 US-3 F.S***CHE 110 or conc reg. Materials charge optional.*

Experience in manipulation of fundamental laboratory apparatus and means of carrying out chemical synthesis and measurements on chemical systems.

**114 FUNDAMENTALS OF CHEMISTRY (SUPPLEMENTARY) 2 F.S***CHE 110. Not for credit if had CHE 140.*

Designed to bring the background of the student up through the level of CHE 140.

**140 GENERAL CHEMISTRY I 5 US-3 F.S***First half of a two-semester sequence. Designed primarily for students with HS credit in CHE. Algebra is required. Not for credit if had CHE 110 or 114.*

Fundamental principles of stoichiometry, periodicity, atomic structure, and thermochemistry with applications to gases, liquids, solids and solutions.

**141 GENERAL CHEMISTRY II 5 US-3 F.S***CHE 114 or 140. Lecture and laboratory. Materials charge optional.*

Continuation of CHE 140. Introduction to equilibrium, electrochemistry, acid-base theory, coordination compounds, inorganic and organic chemistry.

**150 GENERAL CHEMISTRY 6 F***Lecture and laboratory. Satisfactory completion of 150 replaces the 140-141 requirement. Admission is by invitation based on the results of placement tests and other evaluation techniques. Materials charge optional.*

Accelerated study of the fundamentals of chemistry, designed for the student who demonstrates exceptional ability at the pre-college level.

**215 FUNDAMENTALS OF ANALYTICAL CHEMISTRY 3 F.S***CHE 141 or 150. Lecture and laboratory. Materials charge optional.*

Theory and practice of selected modern analytical methods.

**220 ELEMENTARY ORGANIC CHEMISTRY 5 F.S***CHE 112 or 141. Not for credit if had CHE 230. Lecture and laboratory. Materials charge optional.*

One-semester survey of organic chemistry. For non-majors and rec for AGR, HEC, Med Tech, and Nursing majors. Fundamental principles of structure and mechanisms of organic reactions.

**230 ORGANIC CHEMISTRY I 3 F.S**

*First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 231. No credit will be granted in CHE 230 until credit is earned in CHE 231. Not for credit if had CHE 220.*

Introduction to chemistry of aliphatic and aromatic organic compounds.

**231 ORGANIC CHEMISTRY LABORATORY I 2 F.S**

*First half of a two-semester sequence. CHE 141 or 150 and corequisite of CHE 230. No credit will be granted in CHE 231 until credit is earned in CHE 230. Materials charge optional.*

Laboratory practice illustrating preparations and reactions typical of functional groups.

**232 ORGANIC CHEMISTRY II 3 F.S***CHE 230.*

Continuation of CHE 230, including synthetic and mechanistic features of organic reactions.

**233 ORGANIC CHEMISTRY LABORATORY II 2 F.S***CHE 232, conc reg. Materials charge optional.*

Laboratory practice in newer techniques and methods of organic chemistry.

**242 BASIC BIOCHEMISTRY 3 F.S***One sem of organic chemistry. Not for credit if had CHE 342.*

Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Brief treatment on vitamins and intermediary metabolism.

**280 ENVIRONMENTAL CHEMISTRY 3 F***CHE 141 or 150 and any 200 level chemistry course.*

Aquatic, soil, and atmospheric chemistry and the attendant problems of water, soil, and air pollution. Causes of pollutants and methods of analyzing for them.

**290 RESEARCH IN CHEMISTRY 1-4 F.S**

*19 hours of CHE: Only three hrs are applicable towards the maj. Department form must be completed prior to registration. Cr/no cr only. May be repeated. Max 6 hrs.*

**301 TEACHING OF CHEMISTRY 2-3 F**

*20 hrs of CHE. For teaching maj min only. CHE education min should register for 2 hrs. C&I 200 (6 hours) or 200.03 (grade of C or better) or 215 (2 hours) or conc reg. Incl Clin Exp. Adm. to Teacher Ed. req. Modern methods and curricula of high school chemistry.*

**302 INDUSTRIAL CHEMISTRY 3 S***CHE 360.*

Scientific and applied aspects of community and industrial problems.

**315 ANALYTICAL CHEMISTRY 3 F.S**

*CHE 362 or conc reg. Lecture and laboratory. Materials charge optional.*

Emphasis on modern instrumental methods of chemical analysis including electroanalytical, optical and chromatographic methods.

**323 QUALITATIVE ORGANIC ANALYSIS 3 F**

*CHE 233. Lecture and laboratory. Materials charge optional.*

Identification of organic compounds using both chemical and spectrometric methods of analysis.

**342 GENERAL BIOCHEMISTRY I 3 F.S**  
*CHE 232 or one year of organic chemistry. Not for credit if had CHE 242.*

Survey of the chemical and physical properties of amino acids, carbohydrates, lipids and nucleic acids, and structure and function of proteins, including enzyme kinetics.

**343 BIOCHEMISTRY LABORATORY 3**  
*CHE 342 or conc reg or CHE 242. Lecture and laboratory. Materials charge optional.*

Application of biochemical principles and methods discussed in companion course, CHE 342.

**344 GENERAL BIOCHEMISTRY II 3 F.S**  
*CHE 342.*

A survey of important aspects of intermediary metabolism, metabolic regulation, membrane transport and bioenergetics. Topics will include hormonal controls and immunochemical response.

**350 INORGANIC CHEMISTRY 3 F.S**  
*CHE 362.*

Survey of modern inorganic chemistry including structure of inorganic compounds, coordination chemistry, non-aqueous solvents and selected inorganic reactions.

**360 PHYSICAL CHEMISTRY I 3 F.S**  
*CHE 141 or 150; PHY 109 or 111; 8 hrs of CHE or PHY courses numbered 200 or higher; MAT 146.*

First of a series in theoretical chemistry dealing with descriptions of gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics.

**361 PHYSICAL CHEMISTRY LABORATORY 1 F.S**  
*CHE 360 or conc reg. Materials charge optional.*

Laboratory applications of principles treated in physical chemistry.

**362 PHYSICAL CHEMISTRY II 3 F.S**  
*CHE 360.*

Continuation of CHE 360, including ionic equilibrium, conductance, electromotive force, spectroscopy, molecular theory and miscellaneous applications of quantum theory.

**363 PHYSICAL CHEMISTRY LABORATORY II 1 F.S**  
*CHE 362 or conc reg. One three-hour laboratory period per week. Materials charge optional.*

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

**380 TOPICS IN CONTEMPORARY CHEMISTRY 1-3 F.S**  
*May be repeated.*

New concepts and recent developments in the fields of organic, inorganic, analytical, physical and biochemistry.

**398 PROFESSIONAL PRACTICE: CHEMISTRY 2-16 F.S Summer**

*CHE 232 and 233 or equiv. Jr or Sr standing in chemistry. 2.5 GPA in all science, mathematics, and computer courses. No credit maj/min. May be repeated. Max 16 hrs, but no more than 4 hrs per semester may be used to meet graduation reqs. Course offered as credit/no credit. May be two to five periods of one term each.*

Practical experience by employment in an industrial or governmental laboratory.

**398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN CHEMISTRY**

**398.50 PROFESSIONAL PRACTICE: COOP IN CHEMISTRY**

## COMMUNICATION (COM)

116 Stevenson Hall

**Chairperson:** George Tuttle.

**Faculty:** Professors: Cragan, Smith, Streeter, Watkins, White, Wright. Associate Professors: Boaz, Jackson, Konsky, Semlak, Tcheng, Tuttle. Assistant Professors: Comadena, Cupach, Cutbirth, Driscoll, Hazleton, Kapoor, Long, Metts, M. Shelly, Wilford, Wisely. Instructors: Brooks, Byrd, Disrud, Hall, Jennings, Lovell, Madsen, Wilson. Lecturers: Garee, Hawkinson, Holloway, Kleine, Link, K. Shelly, Smedley.

## Library Science-Instructional Media Programs

### MINOR IN LIBRARY SCIENCE

— 19 hours in Library Science required.  
 — Required courses: COM 101, 115, 305, 306 or 307 or 308, 310, 312. COM 120 and 391 are recommended for students preparing for graduate work in Library Science.

### MINOR IN LIBRARY SCIENCE

#### For Teacher Education

— 19 hours in Library Science required.  
 — Required courses: COM 115, 240, 305, 306 or 307, 310, 312.  
 — Clinical experiences for Library Science are included in COM 101, 115, 240, 301, 305, 306, 307, 310, 312, 365 and 391. Additional opportunities are available through departmental programs.

### MINOR IN INSTRUCTIONAL MEDIA

— 24 hours required.  
 — Required courses: COM 240, 241, 365, 366; 12 hours selected from ART 101, 103, 104, 109, 226; COM 160, 162, 163, 310, 337, 362; IT 190, 210, 250, 251, 253.  
 COM 240, 241, 365, and 366 cannot be used to satisfy the requirements for both a major in Library Science and a minor in Instructional Media.

## Mass Communication Programs

Degrees Offered: B.A., B.S.

### MAJOR IN MASS COMMUNICATION

— 36 hours required. Note: Transfer into the Mass Communication Major requires a 2.5 GPA.  
 — Required courses (21 hrs. in Broadcasting; 27 hrs. in Journalism): COM 160, 260, 360, 361. Either COM 162, 163, and 264 in Broadcasting or COM 165, 166, 265, 269, and 385 in Journalism.  
 — Electives (15 hours) for emphasis in Broadcasting or (9 hours) for emphasis on Journalism selected from COM 110, 198.01, 162, 163, 165, 166, 167, 263, 264, 265, 266, 267, 268, 269, 270, 287, 289 (Applied Communication Delivering Systems), 296, 297, 362, 363, 364, 368, 369, 385, 398.

**Admission Requirements:** To gain final admission to the Mass Communication major program, students must have completed at least 45 semester hours, 15 of which have been earned at Illinois State. In addition, students will

normally be expected to have completed COM 160 (or its equivalent at another institution) with a grade of C or better, and to have a grade point average at Illinois State of 2.5 or better. (Exemptions from the COM 160 and GPA requirements may be made for students from academically disadvantaged backgrounds who demonstrate a potential for academic success. Exceptions are granted on the recommendation of the Mass Communication adviser and the department chairperson.) Students must complete a formal application with the Department of Communication. Further information on admission procedures is available in the department.

### **MINOR IN MASS COMMUNICATION**

- 18 hours required.
- Required Course: COM 160.
- 15 hours of electives selected in consultation with an academic adviser from COM 110, 198.01, 162, 163, 165, 166, 167, 260, 263, 264, 265, 266, 267, 268, 269, 270, 287, 289 (Applied Communication Delivery Systems), 296, 297, 360, 361, 362, 363, 364, 368, 369, 385, 398.

### **MINOR IN JOURNALISM**

#### **For Teacher Education**

- 24 hours required. Typing ability is a prerequisite to this minor.
- Required courses: COM 160, 165, 166, 265, 266, 269, 385.
- Electives: COM 268 or IT 250.

**Honors in Mass Communication:** The Department of Communication offers students an opportunity to demonstrate outstanding achievement in the study of Mass Communication by means of participation in the Departmental Honors Program. The department also offers in-course honors work in all its courses at the discretion of the instructor for students enrolled in the Honors program. Qualified students are encouraged to inquire about admission by contacting the chairperson of the department.

## **Speech Communication Programs**

Degrees Offered: B.A., B.S.

### **MAJOR IN SPEECH COMMUNICATION**

- 30 hours required.
- Required courses: COM 110, 297.
- A minimum of 6 hours must be at the 300 level (excluding 398).
- 24 hours of electives selected from the following groups of courses: minimum of 3 hours selected from Interpersonal and Group Variables courses (COM 123, 175, 210, 223, 225, 227, 228, 323, 325, 329, 370); minimum of three hours from Rhetorical Variables courses (COM 125, 201, 202, 203, 226, 302, 303, 304, 321, 324, 371); minimum concentration of six additional hours from one of the above groupings of courses. Other electives available from Communication Methods and Research courses include COM 296, 380, 398. Electives available from Educational Variables courses include COM 198.02, 280, 281, 330, 381.

### **MAJOR IN SPEECH COMMUNICATION**

#### **Teacher Certification Requirements**

- 40 hours required. Part of entitlement program leading to certification: secondary 6-12.

- Required courses (28 hours): COM 110, 123, 125, 198.02, 202, 223, 281, 297, 324, 381.
- Elective courses (12 hours) chosen from two of the following groups:
  - Group A (Small Group/Interpersonal), 6 hours from COM 225, 323, 329, 370.
  - Group B (Social Communication), 6 hours from COM 175, 201, 303, 304, 371.
  - Group C (Rhetorical Criticism), 6 hours from COM 226, 302, 321.
  - Group D (Education), 6 hours from COM 242, 280, 296, 330, 398.
  - Group E, 6 hours from COM 160, 360; THE 101, 341 (not for credit THE maj, min); PAS 211.
- Clinical experiences are included in COM 198.02, 202, 223, 281, 380, 398. Additional opportunities are available through other departmental programs.

Students enrolled in this program are advised that if they have a minor other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

### **MINOR IN SPEECH COMMUNICATION**

#### **For Teacher Education**

- 18 hours required.
- Required course: COM 110.
- A minimum of 3 hours must be at the 300 level (excluding 398).
- 15 hours of electives selected from COM 123, 125, 175, 198.02, 201, 202, 203, 210, 223, 225, 226, 227, 228, 297, 302, 303, 304, 321, 323, 324, 325, 329, 330, 370, 371.

### **MINOR IN SPEECH COMMUNICATION**

#### **For Teacher Education**

- 25 hours required.
- Required courses (22 hours): COM 110, 123, 125, 198.02, 223, 281, 297, 324.
- Electives (3 hours) selected from COM 160, 201, 202, 210, 225, 226, 296, 302, 303, 304, 321, 323, 325, 329, 330, 360, 370; THE 101, 341; PAS 211.

Students minoring in Speech Communication or Journalism for Teacher Education are advised that if they have a major other than English, they must have 6 semester hours in rhetoric and composition to meet state teaching standards.

**Honors in Speech Communication:** The Department of Communication offers honors work in Speech Communication to highly qualified students who wish to pursue individualized programs of study. The department also offers in-course honors work in all its courses at the discretion of the instructor for students enrolled in the University Honors program. Students interested in participating in the department's Honors program may secure further information by contacting the chairperson of the department.

### **MINOR IN PUBLIC RELATIONS**

- 24 hours required.
- Required courses: COM 165, 178, 268, 297, 378. Note: Students seeking a minor in Public Relations who are not majoring in Mass Communication are permitted to waive the COM 160 prerequisite for COM 165.
- A maximum of nine (9) hours counted toward the Public Relations minor may be applied toward a major or minor within the department.
- Nine (9) hours of COM electives selected from the following areas (\* means highly recommended):
  - Graphics and Photography: 240\*, 241\*, 266, 365, and 366.

Organizational and Professional Communication: 202\*, 227 (not recommended for declared Speech-Communication majors), 228, 321\*, 324\*, 325, and 329\*. Mass Communication and Production: 163\*, 166\*, 269, 362, 364\*, 367, 368, and 385\*.

## Communication Courses

### 101 THE LIBRARY IN SOCIETY 3 F

*Incl Clin Exp.*

Survey of librarianship and areas of service. Significance and responsibilities of contemporary libraries. Professional organizations, standards, library legislation.

### 102 LIBRARY AND INFORMATION RESOURCES 3 F.S

*Not for credit if had COM 115.*

Study of the role of information in society and development of competencies for retrieving information from libraries and other sources.

### 110 FUNDAMENTALS OF SPEECH COMMUNICATION 3 US-1 F.S

Theory and practice in developing skills in interpersonal, small group, and public communication. Preparation and presentation of speeches and participation in various communication activities.

### 115 BASIC REFERENCE SOURCES 3 F

*Incl Clin Exp. Formerly INF 115.*

Basic reference sources for libraries with collection of printed and non-printed material. Criteria for evaluating reference books and practical experience in using them.

### 120 HUMAN RECORDS AND LIBRARIES 3 S

Human communication from earliest records to invention of printing and advent of mass media: libraries and their growth in relation to these developments and to society.

### 123 INTERPERSONAL COMMUNICATION 3 US-1 F.S

An introduction to two-person interaction in a variety of contexts.

### 125 ARGUMENTATION 3 US-1 F.S

Theory and practice of advocacy.

### 140 INTRODUCTION TO THE COMPUTER WORLD 3 US-7 F.S

*Also offered as ACS 140.*

A nontechnical course designed to develop effective computer users and to acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.

### 160 INTRODUCTION TO MASS COMMUNICATION 3 F.S

Mass Media development and function in modern society: technological basis, economic and political foundations, social implications.

### 162 RADIO PRODUCTION 3 F.S

*COM 160 req. 2 hrs. lecture, 2 hrs. laboratory. Materials charge optional.*

Skills in utilizing equipment and procedures necessary to produce programs for radio. Script writing and directing included.

### 163 TELEVISION PRODUCTION 3 F.S

*COM 160 req. 2 hrs lecture, 2 hrs laboratory.*

Development of skills necessary in producing a television program. Function of television equipment and facilities. Evaluation of current production techniques. Producing and directing included.

### 165 REPORTING I 3 F.S

*COM 160 and typing ability req.*

Intensive training in the fundamentals of newsgathering and newswriting.

### 166 COPY EDITING 3 F.S

*COM 160, 165 req.*

Advanced training in rewriting and editing stories, headlines, writing, page layouts, and work on a campus publication.

### 167 BROADCAST NEWS I 3 F.S

*COM 160, 165 req.*

Provide an understanding of the role of the broadcast journalist and develop some of the basic skills of the profession.

### 170 LITERATURE FOR THE ELEMENTARY SCHOOL 3 F.S

*Also offered as ENG 170.*

Prose and poetry for kindergarten through eighth grade; emphasis on classics, best of twentieth-century works, folklore heritage, and mythology.

### 175 BLACK REVOLUTIONARY COMMUNICATION 3 F

### 178 INTRODUCTION TO PUBLIC RELATIONS 3 F.S

*COM 110 and ENG 101 rec.*

Examines functions of public relations in society and surveys concepts, theories, and principles of effective public relations.

### 198.01 PROFESSIONAL PRACTICE: ANNOUNCING INTERNSHIP 1 F.S

*May be repeated. Max 4 hrs. Formerly COM 161.*

Supervised experience in an announcing assignment at local or off-campus stations. The student must obtain the assignment and arrange with the instructor for weekly critique sessions.

### 198.02 PROFESSIONAL PRACTICE: FORENSICS 1 F.S

*May be repeated. Max 4 hrs. Incl Clin Exp. Formerly COM 199.*

Training and participation in speech activities.

### 201 COMMUNICATION AND SOCIAL ISSUES I 3 F.S

*COM 110 rec.*

Criticism of communicative discourse concerning reform movements, religious controversy, socialism, and other topics.

### 202 PERSUASIVE PUBLIC SPEAKING 3 F.S

*COM 110 rec. Incl Clin Exp.*

Provides the student an opportunity to develop skills in persuasive speaking in a variety of situations. Focuses on message content and organization appropriate for different situations.

### 210 PRINCIPLES OF PARLIAMENTARY PROCEDURE 3 F

Formal instruction in main, subsidiary, privileged, and incidental motions. Basic tenets of parliamentary law including relationship of principles of parliamentary procedure to bylaws and governance documents are covered. Actual practice provided in the conduct of business meetings. Functions of major officers of the assembly are discussed and demonstrated.

### 223 SMALL GROUP PROCESSES 3 US-1 F.S

*Incl Clin Exp.*

Theory and practice in reflective group discussion methods.

**225 NONVERBAL COMMUNICATION 3 F.S**

COM 110 rec.

Consideration of gesture, space, time, touch, objects, environment, voice, and eye behavior, and their relationship to communication and culture.

**226 CLASSICAL RHETORIC 3 F**

Analysis of classical rhetoricians and rhetorics, from the early Greek sophists to Saint Augustine, with special attention to impact on modern theory construction.

**227 ORGANIZATIONAL AND PROFESSIONAL SPEAKING 3 F.S**

Formerly BUSINESS AND PROFESSIONAL SPEAKING.

Learning experiences in critical analysis of communication events, group problem solving, interviewing, technical speaking, and persuasive speaking.

**228 INTRODUCTION TO INTERVIEW 3 F.S**

Learning experiences in the selection, organization, oral presentation of ideas through the interview situation. The course stresses the informational context of communication when interviewing.

**240 UTILIZATION OF AUDIOVISUAL MATERIALS 3 F.S**

Lecture and laboratory. Incl Clin Exp. Materials charge optional.

Surveys the theory, materials, and methodology of instructional technology. Laboratory experiences include equipment operation, evaluation of materials, and basic graphic production techniques.

**241 BASIC PHOTOGRAPHY 3 F.S**

Materials charge optional. Student must provide own 35 mm adjustable camera, meter, and flash. Lecture and laboratory. Not for credit if had COM 266.

Camera manipulation, lighting, composition, and darkroom procedures.

**252 ELECTRONIC EDITING 3**

COM 165.

Training in principles and practice of editing on computer terminals for use in print journalism.

**260 MASS COMMUNICATION: CULTURAL CRITICISM AND PROBLEMS 3 F.S**

COM 160 req.

The mass media as a social system. Its impact on the cultural and economic life of the nation. The need for continuing decisions regarding public policy.

**263 ADVANCED TELEVISION PRODUCTION 3 F.S**

COM 160, 163 req. 2 hrs lecture, 4 hrs laboratory.

Creating visual appeal through the television medium. Aesthetics in preparing television programs. Advanced producing/directing techniques in commercial broadcasting and television as an art form.

**264 BROADCAST PROGRAMMING 3 F.S**

COM 160 req.

The format and scheduling of programs as practiced by station and network management and viewed from the perspective of the advertiser, the manager, the consumer, and the government.

**265 REPORTING II 3 F.S**

COM 160, 165 req.

Advanced training in newsgathering and newswriting with practical application.

**266 PHOTO JOURNALISM 3 F.S**

COM 160, 165 rec. Not for credit if had COM 241. Materials charge optional.

Development of skills and techniques in the production of still photographs for printed publication and television.

**267 BROADCAST NEWS II 3 F.S**

COM 160, 165, 167 req.

Refinement of skills in broadcast news through laboratory work on daily television newscasts.

**268 COMMUNITY RELATIONS 3 F.S**

COM 165 req.

Introduction to public relations functions and training in production of news releases, news letters and other publications for employees and communities.

**269 SPECIALIZED PUBLICATIONS 3 F.S**

COM 165 req.

Training in editing, management, production and finance of magazine, small newspapers, and annual reports. Instruction applicable to advisement of school publications.

**270 DOCUMENTARY IN FILM AND BROADCASTING 3 S**

Also offered as THE 270.

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

**272 LITERATURE FOR UPPER GRADES 3 F.S**

Also offered as ENG 272. Does not repeat material of COM 170.

Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.

**281 PRINCIPLES OF SPEECH EDUCATION 3 F**

C&amp;I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req. Incl Clin Exp. Adm. to Teacher Ed. req.

Methods and materials for teaching secondary speech communication. Planning and applying strategies, methods of measurement, classroom criticism of performance, selection and compilation of materials.

**296 INDEPENDENT RESEARCH IN COMMUNICATION 3 F.S**

Project approval by dept chair and inst prior to req.

**297 COMMUNICATION RESEARCH METHODS 3 F.S**

Methods of scholarly research and critical evaluation of research.

**301 ADVANCED REFERENCE SOURCES 3 S**

Incl Clin Exp.

The selection, use, and evaluation of print and non-print reference materials in selected subject fields.

**302 COMMUNICATION CRITICISM 3 S**

The course develops critical skills for describing, interpreting and evaluating communication from different theoretical perspectives.

**303 CONTROVERSY AND CONTEMPORARY SOCIETY 3 S**

Contemporary communication on current significant, controversial issues.

**304 FREEDOM OF SPEECH AND PRESS 3**

A study of First Amendment rights. Emphasis on Supreme Court decisions relating to political dissent, obscenity, provocation and demonstration, and press freedom.

**305 BUILDING AND MAINTAINING LIBRARY COLLECTIONS 3**

F

*Incl Clin Exp.*

A survey of general selection aids, principles of selection, criteria for evaluation. Development of a materials selection policy, intellectual freedom and censorship.

**306 LIBRARY MATERIALS FOR CHILDREN 3**

S

*COM 305 rec. Incl Clin Exp.*

Selection, evaluation and use of media in various subject areas. Use of materials in meeting individual interests, needs, and abilities of children.

**307 MEDIA FOR YOUNG ADULTS 3**

F

*COM 305 rec. Incl Clin Exp.*

Selection, evaluation, and use of media for young adults in public and secondary school libraries. Materials are related to development of young people and to the school curriculum.

**308 LIBRARY MATERIALS FOR ADULTS 3**

S

*COM 305 rec.*

Evaluation, selection, and use of materials/media for adults. A study and analysis of interests and information needs.

**310 ORGANIZATION OF LIBRARY MATERIALS 4**

F,S

*Supervised laboratory work. Incl Clin Exp.*

Principles of cataloging and classification and their application in organizing media collections; Dewey Decimal Classification System and the Anglo-American cataloging code.

**312 ADMINISTERING LIBRARIES 3**

F

*Incl Clin Exp. Formerly ADMINISTRATION OF THE LIBRARY MATERIALS CENTER.*

Principles and procedures in planning, directing, and evaluating library organizations.

**319 COMPUTER GRAPHICS 3**

F,S

*Also offered as IT 319.*

Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

**321 MESSAGE COMPOSITION 3**

F

*COM 110 rec.*

The application of communication theory and research to the composition of informative and persuasive messages. Emphasis: organizational and language factors affecting mediated and non-mediated communication.

**323 THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION 3**

F,S

*COM 110, 297 rec.*

Theoretical and experimental literature dealing with small group communication processes.

**324 THEORY AND RESEARCH IN PERSUASION 3**

F,S

*COM 110, 297 rec.*

A survey of contemporary theoretical and empirical literature dealing with the question of how an individual's attitudes, beliefs, and social behaviors are affected by communication.

**325 THEORY AND RESEARCH IN INTERPERSONAL COMMUNICATION 3 S***COM 110 and 297 rec.*

Analysis of interpersonal communication and research and its implications for developing, maintaining, and terminating relationships. Focus on developing communicative competence.

**326 LIBRARY SERVICES FOR SPECIAL GROUPS 3**

S

Trends in the development of services, primarily by public libraries in the United States and in Illinois, for groups with unique needs.

**327 SPECIAL LIBRARIES 3**

F

*Supervised field trips.*

Survey of the services and functions of the major types of special libraries.

**329 ORGANIZATIONAL COMMUNICATION 3**

F,S

*COM 110 rec.*

An examination of theoretical and experimental literature dealing with communication in an organizational setting.

**330 DIRECTING THE FORENSIC PROGRAM 3***COM 110 rec.*

Theoretical and procedural aspects of organizing and maintaining a debate and individual speaking events program.

**337 PROGRAMMED LEARNING 3**

F

*Incl Clin Exp.*

Construction and evaluation of programmed sequences for various media; analysis and application of theories as they relate to instruction.

**340 COMPUTER APPLICATIONS IN EDUCATION 3**

S

Examination and discussion of the ways computers may be used in education. Emphasis on selection, production, and evaluation of computer instructional programs.

**345 INTRODUCTION TO LIBRARY TECHNOLOGY 3**

F

Application of mechanized, automated and computerized equipment to achieve economy, efficiency and speed in library operations. Analysis and design of library systems.

**346 AUTOMATED BIBLIOGRAPHIC CONTROL 3**

S

*COM 310 or cons inst.*

Operation, characteristics, and applications of automated bibliographic networks, emphasizing OCLC subsystems with introduction to such subsystems as BALLOTS and RLIN.

**360 MASS COMMUNICATION: THEORY AND EFFECTS 3**

F,S

*COM 160 req.*

A critical examination of channel and receiver variables and their effects on the act of moving information through a given medium. Students participate in at least one research project of their design.

**361 REGULATION OF THE COMMUNICATION INDUSTRY 3**

F

*COM 160 req. Lecture and laboratory.*

The legal background of mass media, specific laws affecting media operations, and industry efforts at self regulation.

**98 Communication; Economics****362 INSTRUCTIONAL TELEVISION 3 F.S***Lecture and laboratory.*

Television as a means of instruction in terms of research, technique, utilization and evaluation.

**363 PRIVACY AND INFORMATION PROCESSING 3 F**

An examination of concepts about individual privacy as related to the processing of information in a technological society. The study of institutional procedures with regard to the dissemination of sensitive information.

**364 BROADCAST AND MANAGEMENT 3 S***COM 160, 264 rec.*

The role and functions of broadcast media managers in society.

**365 FUNDAMENTALS OF GRAPHIC PRODUCTION 3 F.S***COM 240 rec. Lecture and laboratory. Incl Clin Exp. Materials charge optional.*

Fundamental skills and techniques for mounting, lettering, coloring, illustrating and reproducing graphic materials.

**366 GRAPHIC DESIGN AND PRODUCTION 3 S***COM 365 rec. Lecture and laboratory. Materials charge optional.*

Design and practice in the application of skills and knowledge to specific production problems. Student must integrate skills, knowledge of materials, design, and communication theory.

**367 AUDIO PRODUCTION 3 F***Lecture and laboratory. Materials charge optional.*

Selection, evaluation, production, operation and maintenance of audio devices and materials.

**369 INTERNATIONAL COMMUNICATION SYSTEMS 3 S**

Examination of mass communication systems employed in foreign countries, their roles in national and international social and cultural development.

**370 PSYCHOLOGY OF LANGUAGE 3 S***COM 110, 297 rec.*

Theories and experimental research relating to the development and functions of language.

**371 POLITICAL COMMUNICATION 3-4 F***6 hrs COM, or 6 hrs POS rec.*

Basic theory and research relating to political campaign communication. Special attention is paid to the persuasive process of political campaigning focusing upon the role of the media, the candidate, image creation and other selected topics on political campaign communication.

**374 STORYTELLING 3 S***Also offered as ENG 374.*

The art of storytelling based on knowledge of folklore heritage with experiences in oral transmission of literature in library or classroom settings.

**378 APPLICATIONS IN PUBLIC RELATIONS 3 F.S***COM 165 req. Undergraduate credit only.*

Principles and procedures for the professional practice of public relations. Students prepare case study notebooks and publicity campaign packages.

**381 PROBLEMS IN THE TEACHING OF COMMUNICATION 3 S***C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Incl Clin Exp.*

Identification of common and unique problems in teaching communication concepts and skills. Approaches to resolving classroom problems.

**385 EDITORIAL AND FEATURE WRITING 3 F.S**

Advanced training in writing feature articles and editorials for newspapers and magazines.

**386 TECHNICAL COMPUTER PROGRAMMING 3***Laboratory arranged.*

Digital computer systems, programming digital computers and their use in solving problems related to applied sciences and technologies.

**391 PROFESSIONAL METHODS IN LIBRARY SCIENCE AND INSTRUCTIONAL MEDIA 3 F.S***Sr in Library Science or grad standing in Instructional Media or cons inst. Incl Clin Exp. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. Adm. to Teacher Ed. req.*

Identification, examination and appraisal of professional methods, competencies, standards of practice and current issues and problems in the library science and instructional media field.

**392 TOPICS IN COMMUNICATION INSTRUCTION 1 Summer***Cons inst req. May be repeated if content different. Max 3 hrs toward grad.*

Identification and development of new instructional content, approaches, strategies, and materials for selected oral communication concepts in educational and business classrooms. Topic .01 Teaching small group in communication classrooms; Topic .02 Teaching listening; Topic .03 Teaching non-verbal; Topic .04 Teaching interpersonal; Topic .05 Teaching public speaking; Topic .06 Teaching interviewing; Topic .07 Teaching mass communication in speech classroom. Consult the Directory of Classes for topics to be offered during any given summer.

**398 PROFESSIONAL PRACTICE: COMMUNICATION 1-12 F.S***Complete dept application prior to registration. Max 6 hrs professional practice applicable to major; 16 hrs applicable to graduation. Formerly COM 380.*

Arranged on-campus practical experience under the guidance of department academic supervisors.

**398.01 PROFESSIONAL PRACTICE: ON-CAMPUS INTERNSHIP IN COMMUNICATION****398.02 PROFESSIONAL PRACTICE: OFF-CAMPUS INTERNSHIP IN COMMUNICATION****ECONOMICS (ECO)****425 Stevenson Hall****Chairperson:** Alan E. Dillingham.**Faculty:** Professors: Chizmar, Harden, McCarney, Ostrosky, Owen, Ram, Singh. Associate Professors: Cohn, Dillingham, Hiebert, Morey, Ramsey. Assistant Professors: Carlson, Coffin, Crowe, Eike, Gwinn, Kim, Leadley, Nelson, Skaggs, Stevens, Stover, Stuart, Walbert, Worley, Wyzan. Instructors: Barker, Guerin, Mackay.**Economics Programs**

Degrees Offered: B.A., B.S.

**MAJOR IN ECONOMICS**

- 30 hours in Economics required.
- Required courses: ECO 100, 101, 130, 131, 240, 241 and at least 3 hours of 300-level ECO courses. MAT 121 or 145 may be substituted for ECO 130. MAM 100 may be substituted for ECO 131. FAL 217 may be substituted for ECO 239 as an elective in the major; however, a minimum of 24 hours of coursework from the Department of Economics must be included in the major.

**Admission Requirements:** to be admitted to the Economics Major, students must have a cumulative GPA of 2.1.

**Concentrations:** Students majoring in Economics may elect (but are not required to elect) a Business and Government, Graduate School, or Social Sciences concentration. Although no specific courses are required for these concentrations, recommended courses for each are listed below:

1. Business and Government: Required courses above plus FAL 208 and 211, ACC 131 and 132, and ACC 160 or ACS 168.
2. Graduate School: Required courses above plus ACS 168; MAT 146, 147, 175, 350, 351; ECO 330, 331, and 333.
3. Social Sciences: Required courses above plus 12 hours in the Social Sciences (POS, PSY, SAS) with at least one course from each of these three departments.

**MAJOR IN SOCIAL SCIENCES**

The major in Social Science is administered in the Department of History in cooperation with the departments of Economics; Sociology, Anthropology, and Social Work; and Political Science. For further information see Social Science Programs.

**MINOR IN ECONOMICS**

- 18 hours in Economics required.
- Required courses: ECO 100, 101.
- MAT 121 or 145 may be substituted for ECO 130. MAM 100 may be substituted for ECO 131. A minimum of 15 hours of coursework from the Department of Economics must be included in the minor.

**MINOR IN ECONOMICS****For Teacher Education**

- Program requirements are the same as those for the Minor in Economics.

**Concentration in Quantitative Economics:** This program is available to students under the General Studies Program. Courses in this program should include ECO 100, 101, 131, 240, 241, 330, 331, and 333; MAT 145, 146, 147, 175, 350, 351. Interested students may contact the department chairperson in either Economics or Mathematics.

**Honors in Economics:** Candidates for honors must be ECO majors with a grade point average of 3.30 overall and 3.75 or higher in economics courses. Students will be expected to complete 6 hours of course work designated as honors course work within the Department of Economics. These could be 100 and 101 honors, or two in-course honors at the 200 or 300 level. The in-course honors requires individual negotiation with a faculty member teaching the course. In addition, the achievement of honors requires the writing of a substantial original paper. The student will enroll in Independent Honors Study and will receive help from the faculty member to whom he or she is assigned. At the end of the semester the student will make an oral presentation of the paper to a meeting of Omicron Delta Epsilon, the Economics Honor Society. One copy of the original paper will be kept in the department office and be

available for inspection. Honors credit will show on the official transcript and will be stated on the diploma.

**Economics Courses****100 PRINCIPLES OF ECONOMICS I 3 US-5 F.S**

Elements of supply and demand analysis, national income determination, the banking system, fiscal and monetary policy, international finance (or balance of payments problems) and economic growth and development.

**101 PRINCIPLES OF ECONOMICS II 3 US-5 F.S**

Foundations of supply and demand, behavior of firms under various market structures, factor pricing and the distribution of income, international trade.

**130 INTRODUCTION TO MATHEMATICAL ECONOMICS 3 F.S**

A systematic exposition of basic mathematical methods; algebra, calculus, and linear algebra and the relation of these techniques to various types of economic analyses.

**131 BUSINESS AND ECONOMIC STATISTICS 3-4 F.S**

*ECO 101, MAT 120 or cons inst req. Not for credit if had MAM 100. Sections without lab receive 3 hours credit.*

Introduction to statistical concepts and methods most useful in business and economic analysis. Topics include descriptive statistics, techniques of hypothesis testing, interval estimation and linear regression.

**202 CURRENT ECONOMIC ISSUES 2-3 Summer**

*ECO 100, 101 req.*  
Application of introductory principles to world economic problems, such as energy, pollution, poverty and unemployment.

**205 DEVELOPMENT ECONOMICS 3 F.S**

*ECO 100, 101.*  
Principal determinants of economic development and problems associated with generating and accelerating economic growth in less-developed areas.

**210 COMPARATIVE ECONOMIC SYSTEMS 3 F.S**

*ECO 100, or 101.*  
Comparative analysis of several major types of economic systems. Discussion of alternative models of economic decision-making. Case studies of individual economies, including the United States and the USSR.

**215 MONEY AND BANKING 3 F.S**

*ECO 100.*  
Development and growth of the monetary system. Emphasis on monetary theory and applied policy issues.

**225 LABOR ECONOMICS AND LABOR PROBLEMS 3 F.S**

*ECO 100, 101.*  
Economic aspects of labor and trade unionism. Emphasis on wage determination, bargaining, manpower and unions.

**231 FORECASTING ECONOMIC ACTIVITY 3 S**

*ECO 100, 101, and 131 or MAM 100 req.*  
Application of statistical techniques to problems of economic forecasting. Topics include multiple regression analysis, moving averages, exponential smoothing, adaptive filtering, classical decomposition, and time series analysis. Practical application is emphasized with the use of computer statistical packages.

**239 MANAGERIAL ECONOMICS 3 F**  
*ECO 101 req; 130, 131 or equiv rec. Not for credit if had FAL 217. Formerly ECO 339.*

Theoretical and applied study of demand, cost, and production related to the theory of the firm. Developments of current interests; empirical studies intended to affirm or disaffirm applicability of economic principles.

**240 INTERMEDIATE MICROECONOMIC THEORY 3 F.S**  
*ECO 100, 101, and a minimum cumulative GPA of 2.1 req. ECO 130 or equiv rec. Formerly ECO 340.*

Emphasis on topics regarding resource allocation, scarcity, and distribution of income; theory of consumer choice, theory of the firm, market structures, factor markets, distribution of income, welfare economics, and general equilibrium.

**241 INTERMEDIATE MACROECONOMIC THEORY 3 F.S**  
*ECO 100, 101, and a minimum cumulative GPA of 2.1 req. ECO 130 or 215 rec. Formerly ECO 341.*

Theory of income, employment, interest rate and price level determination. The government's influence on these variables via monetary and fiscal policies.

**302 PROBLEMS IN THE WORLD ECONOMY 2-3 S.Summer**  
*ECO 100, 101 req; ECO 240 or 241 rec.*

Application of economic theories to contemporary world problems. Practice in economic analysis using relevant data.

**306 REGIONAL AND AREA STUDIES 1-9**

An intensive study of particular lands, environments, cultures and peoples. May be given in cooperation with other departments on or off campus. The areas to be studied, participating departments, and credit hours available in the several departments will be announced each time the course is offered.

**310 SOVIET ECONOMY 3 F**  
*ECO 101 req. Formerly ECO 410.*

Economic growth of the Soviet Union. NEP and economic planning. Examination of particular sectors of the Soviet economy. Pricing, decentralization, and economic reform.

**320 INDUSTRIAL ORGANIZATION AND PRICES 3 S**  
*ECO 101.*

Theoretical and empirical analysis of basic influences on industrial markets and performances. Market practices, the role of competition, and related policy issues.

**326 ECONOMICS OF HUMAN RESOURCES 3 F**  
*ECO 100, 101 req. ECO 225, 240 rec.*

Theoretical and empirical analysis of labor markets. Education and training, labor mobility, wage structure, discrimination, unemployment, wage and incomes policies.

**327 COLLECTIVE BARGAINING AND INDUSTRIAL RELATIONS 3 S**  
*ECO 100, 101 req. ECO 225 rec.*

Economic analysis of U.S. industrial relations system; determinants of its structure; collective bargaining environment; trade union structure, administration, growth and power.

**328 DEMOGRAPHIC ECONOMICS 3**  
*ECO 100, 101.*

Theoretical and empirical study of the economics of population changes, distributions, and characteristics. Population dynamics, policy issues, and economic consequences.

**329 ECONOMIC ISSUES IN EDUCATION 3 S**  
*ECO 101 req.*

Analysis of economic issues in education including efficiency and equity, public vs. private provision of educational services, and education as human capital.

**330 MATHEMATICAL ECONOMICS 3 F.S**  
*ECO 100, 101 and coursework in differential and integral calculus.*

Integral calculus, difference equations, differential equations and linear algebra in relation to economic theory.

**331 INTERMEDIATE ECONOMIC STATISTICS 3 F**  
*ECO 131 and course work in differential and integral calculus.*

Intermediate level probability and sampling theory. Hypothesis testing. Estimation. Basic econometric principles. Use of common regression packages such as ESP.

**333 OPERATIONS RESEARCH 3 S**  
*ECO 131 and coursework in differential and integral calculus.*

Quantitative techniques for economic analysis and decision making. Includes linear programming, input-output analysis, game theory, queuing theory, and probabilistic models, with emphasis on applications to theory of the firm.

**335 ECONOMICS OF TRANSPORTATION AND PUBLIC UTILITIES 3**  
*ECO 100, 101.*

An analysis of contemporary issues in transportation and public utilities, with emphasis on the impact of regulation.

**345 INTERNATIONAL TRADE 3 F.S**  
*ECO 100, 101 req. ECO 240 rec.*

Study of the causes and consequences of international trade. Analysis of tariffs, quotas, other trade restrictions, current trade policy and multinational corporations.

**346 INTERNATIONAL MONETARY THEORY 3 S**  
*ECO 100, 101 req. ECO 215 or 241 rec.*

Analysis of mechanisms of international payments and evaluation of the international monetary system. Topics include exchange rates, balance of payments, international monetary cooperation, and connections between the domestic and international economy.

**350 PUBLIC FINANCE 3 F**  
*ECO 101 req. ECO 240 rec.*

Role of government in the economy. Analysis of the economic impacts of government expenditures and taxes on the allocation of resources, the distribution of income, employment, prices and economic growth.

**351 STATE AND LOCAL FINANCE 3 S**  
*ECO 101 req. ECO 240 rec.*

Economic impacts of state and local tax and expenditure programs, intergovernmental fiscal relations and problems of metropolitan areas.

**355 ENVIRONMENTAL ECONOMICS 3 S**  
*ECO 100, 101 req. ECO 131, 240 rec.*

Theoretical and empirical analysis of environmental pollution generation and of corrective policies. Emphasis upon the resource allocation implications of public policy decisions.

**357 URBAN AND REGIONAL ECONOMICS 3 F**  
*ECO 100, 101 req. ECO 240 rec.*

A theoretical and empirical analysis of cities and regions. Pricing and efficiency aspects of urban policies and problems.

**360 DEVELOPMENT OF THE AMERICAN ECONOMY 3 S**  
*ECO 100, 101. Formerly QUANTITATIVE ECONOMIC HISTORY.*

Recent empirical studies and applications of economic theory to historical problems in an American context. Causes of the Great Depression, economics of slavery, and roles of agriculture, industry, and government in growth.

**372 HISTORY OF ECONOMIC THOUGHT 3 S**  
*ECO 100, 101.*

A study of economic analysis from the Mercantilists to the American Institutionalists. Relates earlier schools of thought to the contemporary.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN ECONOMIC RESEARCH 3-6 F.S**  
*ECO 130, 131, 240, 241 or equiv and cons Dir of Center of Econ Ed req. Not for credit maj/min.*

On-the-job experience as a practicing economist in private industry or government. Interns may be involved in all phases and types of economic research.

## ENGLISH (ENG)

409 Stevenson Hall

**Chairperson:** Charles B. Harris.

**Faculty:** Professors: Bishop, Dammers, Erickson, C. Harris, Kagle, Linneman, McMahan, Morgan, Ranta, Sutherland, Tarr, R. White, Woodson. Associate Professors: I. Brosnahan, L. Brosnahan, Carr, Duncan, Fortune, Getsi, Grever, V. Harris, Hutton, Neely, Neuleib, Newby, Renner, Richardson, Rutter, Wilcox. Assistant Professors: Albert, Balls, Butts, Cole, Cox, Craig, Eatherly, Feldstein, Fielding, George, Hope, Huh, Johnson, Livingston, McCrann, Nietzke, Papke, Parmantie, Rice, Riley, Roof, Ross, Scharton, Shields, Straub, Walker, C. White, Youga. Instructor: Day.

## English Programs

Degrees Offered: B.A., B.S.

### COMPREHENSIVE ENGLISH

#### MAJOR

##### Teacher Certification Requirements

- 54 hours in English required, *exclusive of ENG 101*. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: ENG 102, 103, 222 or 223, 241, 243, 246, 296, 297, 375.
- 27 hours of electives selected from the following three areas:

Area 1 (12 hours) — English Literature: ENG 214, 215, 216, 217, 218, 219, 222 or 223, 320, 324, 325, 327, 328, 329, 386, 387, 388.

Area 2 (12 hours) — American Literature, World Literature, and Genre: ENG 150, 231, 232, 233, 234, 236, 250, 251, 252, 255, 284, 285, 286, 308, 328, 332, 336, 352, 360, 378, 382.

Area 3 (3 hours) — Language and Children's Literature: ENG 244, 245, 247, 249, 272, 290, 310, 311, 341, 344, 347, 348, 349, 370, 372, 391, 392, 395, 396; or Journalism: COM 165, 265, 268, 269.

Students must elect at least one 300-level course in addition to 375 and may take no more than three 300-level courses,

except with consent of the department chairperson. ENG 189, 289, and 389 may be substituted where applicable.

#### MAJOR IN ENGLISH

- 36 hours in English required, *exclusive of ENG 101* and courses in the teaching of English (290, 291, 296, 297, 370, 372, 373, 375, 395).
- Required Courses: ENG 102, 103.
- Suggested program, but not required (student may depart from suggested program by filing a plan of study for approval of the chairperson of the department or designated representative):
  - 12 hours of British Literature, including two courses from each of the following areas:  
 To 1660 — ENG 214, 215, 222, 223, 320, 325, 329, 378.  
 After 1660 — ENG 216, 217, 218, 219, 324, 327, 329, 386, 387, 388.
  - 6 hours of American Literature, including one course from each of the following areas:  
 To 1870 — ENG 231, 232, 332 or 336 when appropriate.  
 After 1870 — ENG 233, 234, 236, 332 or 336 when appropriate.
  - 12 hours of electives from any of the above courses or from ENG 145, 150, 160, 165, 170, 241, 243, 244, 245, 246, 247, 249, 250, 251, 252, 255, 271, 272, 284, 285, 286, 299, 308, 310, 311, 328, 341, 347, 348, 349, 349, 352, 360, 382, 391, 392, 396. ENG 189, 289, 295, and 389 may be substituted where applicable.

#### MAJOR IN ENGLISH

##### Teacher Certification Requirements

- 42 hours in English required, *exclusive of ENG 101*. Part of entitlement program leading to certification: secondary 6-12.
- Required courses for certification and accreditation: ENG 246; 3 hours in grammar, ENG 243; one course in language selected from ENG 241, 245, 310, 311, 341; ENG 296 and 297 (these courses include 35 clock hours of state mandated pre-student teaching clinical experiences).

- Additional required courses:

ENG 102 and 103.

9 hours of British literature courses selected from ENG 110, 214, 215, 216, 217, 218, 219, 222, 223, 311, 320, 324, 325, 327, 328, 329, 378, 386, 387, 388. One course before 1800 and one course after 1800 is required. ENG 110 is *strongly recommended* for students who have not taken a high school or community college survey course in British literature.

6 hours of American literature courses selected from ENG 130, 231, 232, 233, 234, 236, 328, 332, 336. One course before 1870 and one course after 1870 is required. ENG 130 is *strongly recommended* for students who have not taken a high school or community college survey course in American literature.

6 hours of electives selected from at least two of the following groups:

World Literature: ENG 150, 250, 251, 252, 255, 352. ENG 150 is *strongly recommended* for students who have not taken a high school or community college survey course in ancient literature.

Literature for Children and Adolescents: ENG 170, 272, 370, 372, 375.

Special Focus literature (Minority, Women's, Genre): ENG 160, 165, 284, 285, 286, 308, 360, 382.

**General electives:** ENG 145, 244, 247, 249, 290, 291, 344, 347, 348, 349, 374, 391, 392, 395, 396. ENG 189, 287, 289, and 389 may substitute where applicable.

#### MINOR IN ENGLISH

- 18 hours in English required, exclusive of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 373, 375, 395).
- Required courses: ENG 102, 103; at least 6 hours of 200-300 level courses, exclusive of the courses in teaching of English listed above.

#### MINOR IN ENGLISH

##### for Teacher Education

- 24 hours in English required, exclusive of ENG 101.
- Required Courses: ENG 102, 103; 3 hours in composition selected from ENG 246, 291, 297; 3 hours in grammar, ENG 243; at least 6 additional hours of 200-300 level courses.

#### MINOR IN TEACHING ENGLISH TO SPEAKERS

##### OF OTHER LANGUAGES (TESOL)

Students enrolling in this program must (1) have at least two years of a foreign language or equivalent at the college level in the case of a native speaker of English, or demonstrated proficiency in English at a level commensurate with the student's role as a language model in the case of a non-native speaker of English, and (2) fulfill teacher education certification requirements at the appropriate level.

- 18 hours required.
- Required courses: ENG 243, 341, and 344; 9 hours selected from ENG 241, 244, 290, 297, 398 (Professional Practice, when it has a TESOL component), COM 370, and SAS 289 (Language and Culture).

#### MINOR IN WRITING

Courses taken for the Writing Minor may not count for the English Major.

- 24 hours required, including 15 hours of required courses and 9 hours elected from listed writing courses.
- Required courses (15 hours): ENG 145, 246, and 396; also 6 hours selected from ENG 244, 247, 249, 391, 392.
- Electives (9 hours) selected from ENG 244, 247, 249, 349, 391, and 392 to the extent these courses have not been used to meet the 6 hour requirement above; ENG 290, 291, 297, 347.01 (Advanced Creative Writing: Prose), 347.02 (Advanced Creative Writing: Poetry), 348, 349, 398 (Professional Practice, when it has a significant writing component); COM 166, 267, 268, and 385; BSC 304. No more than two courses from departments other than English may be used to fulfill the 9 hour elective requirement.

**Students Planning Graduate Study in English:** Students who plan graduate study in English may find it advisable to take at least one year of foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England or America, Children's Literature, World Literature, or professional studies in English. An appropriate program may be planned in consultation with the chairperson of the Department of English.

**Honors in English:** The Department of English offers honors work to qualified students. Honors work includes intensive study in a special area of the student's major or

minor. Each individual project is to culminate in a comprehensive written report and/or examination. Honors work is open only to resident students who have achieved superior academic records and who have demonstrated the ability to profit from independent study.

## English Courses

The courses offered by the Department of English fall into three categories: those for University Studies, those for major and minor fields, and those for specialized aspects in English. English 101 is required of all students for University Studies, and it is strongly recommended that students take 101 before taking further courses in English.

### 101 LANGUAGE AND COMPOSITION I 3 US-1 F.S

*Passage of placement exam req. Does not count toward a first or second field in English. May not be taken under the Credit/No Credit option.*

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics.

### 102 LITERARY ANALYSIS I: PROSE FICTION 3 F.S

*Maj min only. Not for credit if had ENG 105.*

To provide competence in critical reading, knowledge of formal characteristics of novels and short stories, including their development as genres.

### 103 LITERARY ANALYSIS II: POETRY AND DRAMA 3 F.S

*Maj min only. Not for credit if had ENG 104.*

To provide competence in critical reading, knowledge of formal characteristics of various types of poetry and drama, including their development as genres.

### 104 INTRODUCTION TO LITERATURE — POETRY AND DRAMA 3 US-2 F.S

*Not for credit maj min or if had ENG 103.*

Critical and analytical study of the chief literary forms of poetry and drama; written essays.

### 105 INTRODUCTION TO LITERATURE — PROSE FICTION 3 US-2 F.S

*Not for credit maj min or if had ENG 102.*

Critical and analytical study of the chief literary forms of the short story and novel; written essays.

### 106 INTRODUCTION TO LITERATURE — LITERARY THEMES AND TOPICS 3 US-2 F.S

*Not for credit maj min. May be repeated once if topic and content are different.*

A critical and analytical study of literary works based on a particular theme or topic; written essays.

### 107 LITERATURE AND FILM 3 US-2 S

*Not for credit maj min. Formerly LITERATURE AND THE MOVIES.*

A critical and analytical study of literary works and the films adapted from them with attention to the characteristics of each medium; written essays.

### 110 MASTERPIECES OF ENGLISH LITERATURE 3 US-2 F.S

A chronological study of the main movements in English literature. Readings of entire works representative of the movements.

|   |          |             |            |
|---|----------|-------------|------------|
| <b>122 INTRODUCTION TO SHAKESPEARE</b>  | <b>3</b> | <b>US-2</b> | <b>F.S</b> |
| <i>Not for credit maj min.</i>  |          |             |            |
| An introduction to Shakespeare as a literary and dramatic writer, through a study of representative plays.  |          |             |            |
| <b>130 MASTERPIECES OF AMERICAN LITERATURE</b>  | <b>3</b> | <b>US-2</b> | <b>F.S</b> |
| A chronological study of the main movements in American literature. Readings of entire works representative of the movements.                               |          |             |            |
| <b>145 LANGUAGE AND COMPOSITION II</b>  | <b>3</b> | <b>US-1</b> | <b>F.S</b> |
| <i>ENG 101.</i>   |          |             |            |
| Extensive writing based on interests of students. One research paper.   |          |             |            |
| <b>150 MASTERPIECES OF WORLD LITERATURE: TO 1350</b>  | <b>3</b> | <b>US-2</b> | <b>F.S</b> |
| <i>Formerly ANCIENT LITERATURE.</i>   |          |             |            |
| Readings in ancient and medieval literature, including Dante.   |          |             |            |
| <b>160 WOMEN IN LITERATURE</b>  | <b>3</b> | <b>US-2</b> | <b>F.S</b> |
| A study of the female experience in imaginative literature — short stories, novels, poetry, and drama — with emphasis on women writers of the 20th century. |          |             |            |
| <b>165 BLACK AMERICAN LITERATURE</b>  | <b>3</b> | <b>US-2</b> | <b>F.S</b> |
| <i>Formerly AFRO-AMERICAN LITERATURE.</i>   |          |             |            |
| A study of the contributions to American literature by representative Black authors, with emphasis on the 20th century.                                     |          |             |            |
| <b>170 LITERATURE FOR THE ELEMENTARY SCHOOL</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>Also offered as COM 170.</i>   |          |             |            |
| Prose and poetry for kindergarten through eighth grade; emphasis on classics, best of the 20th century works, folklore heritage, and mythology.             |          |             |            |
| <b>214 LITERATURE OF THE RENAISSANCE</b>  | <b>3</b> | <b>F</b>    |            |
| English literature during the 15th and 16th centuries; the dramatic literature exclusive of Shakespeare, prose and poetic writings.                         |          |             |            |
| <b>215 LITERATURE OF THE SEVENTEENTH CENTURY</b>  | <b>3</b> | <b>S</b>    |            |
| Prose and verse writers of the 17th century. Chief attention to the Cavalier and Metaphysical poets and major prose works.                                  |          |             |            |
| <b>216 LITERATURE OF THE EIGHTEENTH CENTURY</b>   | <b>3</b> | <b>F</b>    |            |
| English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson.  |          |             |            |
| <b>217 LITERATURE OF THE ROMANTIC PERIOD</b>  | <b>3</b> | <b>F</b>    |            |
| Writers of England, 1780 to 1830 — the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelley, Keats, and Scott.                       |          |             |            |
| <b>218 LITERATURE OF THE VICTORIAN PERIOD</b>   | <b>3</b> | <b>S</b>    |            |
| Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites, with some attention to the chief prose writers of the period.                |          |             |            |

|   |          |            |
|---|----------|------------|
| <b>219 CONTEMPORARY ENGLISH LITERATURE</b>  | <b>3</b> | <b>F.S</b> |
| Major English writers of the 20th century with attention to contemporary trends in thought and expression.  |          |            |
| <b>222 SHAKESPEARE'S EARLIER WORKS</b>  | <b>3</b> | <b>F.S</b> |
| Selected works through 1600 with emphasis on comedies and histories.  |          |            |
| <b>223 SHAKESPEARE'S LATER WORKS</b>  | <b>3</b> | <b>F.S</b> |
| Selected plays after 1600 with emphasis on tragedies.   |          |            |
| <b>231 AMERICAN LITERATURE: 1607 TO 1830</b>  | <b>3</b> |            |
| Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving.  |          |            |
| <b>232 AMERICAN LITERATURE: 1830 TO 1870</b>  | <b>3</b> | <b>F.S</b> |
| The main figures and movements of mid-19th century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman.   |          |            |
| <b>233 AMERICAN LITERATURE: 1870 TO 1920</b>  | <b>3</b> | <b>F.S</b> |
| The rise of realism and naturalism in America. Emphasis on Twain, Crane, Norris, James, Howells, Dreiser, and the chief poetic movements.   |          |            |
| <b>234 AMERICAN LITERATURE: 1920 TO 1945</b>  | <b>3</b> | <b>F.S</b> |
| Trends in American literature between the World Wars. Emphasis on Eliot, Hemingway, Faulkner, and their contemporaries.   |          |            |
| <b>236 AMERICAN LITERATURE: 1945 TO THE PRESENT</b>   | <b>3</b> | <b>F.S</b> |
| Present-day trends in American literature.  |          |            |
| <b>241 GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE</b>   | <b>3</b> | <b>F.S</b> |
| An introduction to the history of English designed to help students understand language change and the state of contemporary English.   |          |            |
| <b>243 TRADITIONAL AND NON-TRADITIONAL GRAMMARS</b>   | <b>3</b> | <b>F.S</b> |
| Study of the various grammatical descriptions of English: traditional, structural, and transformational-generative systems.   |          |            |
| <b>244 APPLIED GRAMMAR AND USAGE FOR WRITERS</b>  | <b>3</b> | <b>F</b>   |
| <i>ENG 145 or both ENG 102 and 103.</i>   |          |            |
| Traditional, structural, and transformational grammars applied to needs of writers. Choosing among alternative grammatical strategies. Usage; semantics of punctuation. Revising. |          |            |
| <b>245 GENERAL SEMANTICS</b>  | <b>3</b> | <b>F.S</b> |
| The nature of meaning and the functions of language.  |          |            |
| <b>246 ADVANCED EXPOSITION</b>  | <b>3</b> | <b>F.S</b> |
| <i>ENG 145 or both ENG 102 and 103.</i>   |          |            |
| Extensive writing of essays developed in greater depth and sophistication in subject matter than those written in previous writing courses.                                       |          |            |
| <b>247 CREATIVE WRITING</b>   | <b>3</b> | <b>F.S</b> |
| Opportunity for creative writing of various kinds, such as narrative, drama and verse, determined largely by each student's individual interest.                                  |          |            |

|  |            |  |
|--|------------|--|
| <b>248 PRELAW EXPOSITION 3</b>   | <b>F</b>   |  |
| <i>ENG 101 req.</i>  |            |  |
| Advanced writing course for prelaw students.   |            |  |
| <b>249 TECHNICAL WRITING I 3</b>   | <b>F.S</b> |  |
| <i>ENG 101 req.</i>  |            |  |
| Instruction and practice in writing professional papers and reports; attention given to organization, correctness, and acquisition of clear professional style.                        |            |  |
| <b>250 LITERATURE OF THE BIBLE I 3 US-2</b>  | <b>F.S</b> |  |
| Major ideas and literary forms of the Old Testament.   |            |  |
| <b>251 LITERATURE OF THE BIBLE II 3 US-2</b>   | <b>F.S</b> |  |
| Major ideas and literary forms of the Apocrypha and the New Testament.   |            |  |
| <b>252 COMPARATIVE LITERATURE: 1350-1800 3</b>   |            |  |
| <i>Formerly EUROPEAN LITERATURE TO 1700.</i>   |            |  |
| European literature from the Renaissance through Early Romanticism. A comparative study of literary history, ideas, themes and genres.   |            |  |
| <b>255 COMPARATIVE LITERATURE: 1800-PRESENT 3</b>  |            |  |
| <i>Formerly MODERN WORLD LITERATURE I.</i>   |            |  |
| World literature from Later Romanticism through Modernism. A comparative study of literature history, ideas, themes and genres.  |            |  |
| <b>271 LITERATURE FOR LOWER GRADES 3</b>   |            |  |
| <i>Also offered as COM 271. Does not repeat material of COM 170 or ENG 170.</i>  |            |  |
| Wide reading in variety of books available for kindergarten and primary grades, criteria for book selection, development of literature programs.                                       |            |  |
| <b>272 LITERATURE FOR UPPER GRADES 3</b>   |            |  |
| <i>Also offered as COM 272. Does not repeat material of COM 170 or ENG 170.</i>  |            |  |
| Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.   |            |  |
| <b>284 THE POEM 3</b>  |            |  |
| <i>Offered every third semester.</i>   |            |  |
| Study of poetics, poetic theory, explication techniques, and various schools of poetic thought. In translation when necessary.   |            |  |
| <b>285 THE DRAMA 3</b>   |            |  |
| <i>Offered every third semester.</i>   |            |  |
| Major plays representing significant developments in the theater with attention to leading theories of dramatic criticism.   |            |  |
| <b>286 THE NOVEL 3</b>   |            |  |
| <i>Offered every third semester.</i>   |            |  |
| The novel in English with emphasis on the 19th and 20th centuries.   |            |  |
| <b>290 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL 3</b>   |            |  |
| Guidance in devising experiences in thinking, listening, speaking, writing; ways of improving vocabularies, usage, spelling, mechanics, introduction to linguistics.                   |            |  |
| <b>296 LITERATURE IN THE SECONDARY SCHOOL 3</b>  | <b>S</b>   |  |
| <i>Ordinarily offered third nine week sessions only. C&amp;I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. Incl Clin Exp. Adm. to Teacher Ed. req.</i> |            |  |
| The teaching of literature for use in the junior and senior high school.   |            |  |
| <b>297 LANGUAGE AND COMPOSITION IN THE SECONDARY SCHOOL 3</b>  | <b>S</b>   |  |
| <i>Ordinarily offered third nine week sessions only. C&amp;I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. Incl Clin Exp. Adm. to Teacher Ed. req.</i> |            |  |
| The teaching of oral and written composition in the junior and senior high school.   |            |  |
| <b>308 LITERATURE AND THE RELATED ARTS 3</b>   |            |  |
| Study of formal, aesthetic, and cultural relationships among literature, art, and music with special emphasis upon literary understanding.   |            |  |
| <b>310 HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE 3</b>   |            |  |
| Development of the English language from the Old English period to the present, with attention to operational structures of contemporary English.                                      |            |  |
| <b>311 INTRODUCTION TO OLD ENGLISH LANGUAGE AND LITERATURE 3</b>   |            |  |
| The elements of Old English grammar, with selected readings in Old English literature.   |            |  |
| <b>320 CHAUCER 3</b>   |            |  |
| Literary and linguistic study of the major works of Chaucer; text in Middle English.   |            |  |
| <b>324 MILTON 3</b>  |            |  |
| Major poetry and prose of John Milton; special attention to <i>Paradise Lost</i> .   |            |  |
| <b>325 ENGLISH DRAMA BEFORE 1642 3</b>   |            |  |
| English drama, excluding Shakespeare, from its beginning to the closing of the theaters; authors such as Marlowe, Jonson, Webster.   |            |  |
| <b>327 RESTORATION AND EIGHTEENTH-CENTURY DRAMA 3</b>  |            |  |
| English drama from 1660 to 1800, including playwrights such as Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.   |            |  |
| <b>328 MODERN BRITISH AND AMERICAN DRAMA 3</b>   |            |  |
| 20th-century British and American drama and related criticism; playwrights such as Shaw, O'Neill, Williams, Albee, Pinter, and Beckett.  |            |  |
| <b>329 SELECTED FIGURES IN BRITISH LITERATURE 3</b>  |            |  |
| <i>May be repeated if content different.</i>   |            |  |
| Involves the study of important literary figures, types, themes, or movements.   |            |  |
| <b>332 SELECTED FIGURES IN AMERICAN LITERATURE 3</b>   |            |  |
| <i>May be repeated if content different.</i>   |            |  |
| Study of important literary figures, genres, or movements.   |            |  |

**336 THE AMERICAN NOVEL 3**

Historical survey of major American novelists, including authors such as Twain, Hawthorne, Melville, Crane, Hemingway, Faulkner, and Barth.

**341 INTRODUCTION TO DESCRIPTIVE LINGUISTICS 3**

Aims and methods of linguistic science. Nature and functions of language: phonology, morphology, syntax, dialectology. Relationship of language to culture.

**344 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 3 S**

*ENG 243 or 341.*

Theory and method in teaching English to speakers of other languages: psychological, linguistic, and cultural foundations; teaching techniques and procedures.

**347 ADVANCED CREATIVE WRITING 3 F.S**

*ENG 247. Poetry writing offered in F. Prose writing offered in S. May be repeated if content different.*

Workshop format for individual projects, usually the writing of a series of poems or group of short stories.

**348 PLAYWRITING 3 S**

*Also offered as THE 348.*

Playwriting techniques of selected masters with practical application of techniques in writing original plays.

**349 TECHNICAL WRITING II 3 F.S**

*ENG 249 or graduate standing. Also offered as IT 349. Formerly TECHNICAL WRITING.*

Instruction and practice in editing, proposals, and analytical writing; attention given to style manuals, research-writing, and (as needed) publication.

**352 SELECTED FIGURES IN WORLD LITERATURE 3**

*May be repeated if content different.*

Involves the study of important literary figures, types, themes, or movements.

**360 STUDIES IN WOMEN AND LITERATURE 3**

Studies in literature by or about women, focusing on stereotyping of male and female experience and developing feminist aesthetic theories.

**370 STUDIES IN THE HISTORY OF LITERATURE FOR YOUNG PEOPLE 3**

*ENG 170 rec. May be repeated if content different.*

Advanced critical, chronological examination of literature for children and adolescents from folklore origins to 1900.

**372 STUDIES IN CONTEMPORARY LITERATURE FOR YOUNG PEOPLE 3**

*ENG 170 rec. May be repeated if content different.*

A problem-centered course, emphasizing trends and research related to recent literature for children and early adolescents.

**373 VERSE FOR CHILDREN 3**

*ENG 170 and either 271 or 272 rec.*

Verse for use in kindergarten through grade eight, including various categories, elements, and well-known poets in the field.

**374 STORYTELLING 3**

*Also offered as COM 374.*

The art of storytelling based on knowledge of folklore

heritage with experiences in oral transmission of literature in library or classroom setting.

**375 STUDIES IN LITERATURE FOR ADOLESCENTS 3**

*May be repeated if content different.*

Advanced critical examination of literature for grades seven through twelve with emphasis on trends and research.

**378 SHAKESPEARE ON STAGE 3 Summer**

*May be repeated once. Also offered as THE 378.*

An intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.

**382 LITERARY CRITICISM 3**

Historical survey of selected great texts in literary and critical theory from Plato to the present.

**386 THE EIGHTEENTH-CENTURY ENGLISH NOVEL 3**

The English novel from its origins through the 18th century, including writers such as Richardson, Fielding, Smollett, and Sterne.

**387 THE NINETEENTH-CENTURY ENGLISH NOVEL 3**

The English novel between 1800 and 1900, treating writers such as Austen, Thackeray, Dickens, Eliot, and Hardy.

**388 THE TWENTIETH-CENTURY ENGLISH NOVEL 3**

The English novel since 1900, treating writers such as Bennett, Lawrence, Woolf, Joyce, and Greene.

**390 RECENT RESEARCH IN THE TEACHING OF LANGUAGE ARTS 3**

*ENG 290 or equiv req.*

Critical study of current practice and research in the teaching of language arts in the elementary school.

**391 SURVEY OF CLASSICAL RHETORIC 3 F**

Rhetorical theories from ancient Greece to 1900, emphasizing Plato, Aristotle, Cicero, and Quintilian.

**392 MODERN THEORIES OF RHETORIC 3 S**

Study of the principles of rhetoric to serve as basis for understanding contemporary rhetorical theories.

**395 PROBLEMS IN THE TEACHING OF ENGLISH 3**

*Experience in teaching (student teaching acceptable) or ENG 296 or ENG 297.*

Examination of theory and practice in the teaching of language, literature, and composition at the secondary and community college levels.

**396 THE WRITING SEMINAR 3**

Concentration upon a major writing project and the formulation of an individual Writing Portfolio.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN ENGLISH 1-6 F.S**

*Cons inst and dept chair req. May be repeated. Max 6 hrs toward maj/min. Max 16 hrs toward graduation.*

Supervised field experience in English with local, state, national, and international businesses, agencies, institutions (including colleges and universities), and organizations.

# FOREIGN LANGUAGES (FOR)

12 Stevenson Hall

**Chairperson:** Louis A. Olivier.

**Faculty:** Professors: Comfort, Laurenti, Olivier, Parent D., Irrant, Whitcomb. Associate Professors: Bohn, Foreman, Fritzen, Fuehrer, Hutter, Petrossian, Urey. Assistant Professors: Alstrum, Johnston, Martinez, Pfabel, Springer. Instructors: Lange, McQuiggin, Mills, Mitchell.

Students seeking a Teacher Education degree must complete University-Wide Teacher Education Program Requirements. All Teacher Education majors and minors in Foreign Languages must complete FOR 320. Teacher Education majors must also complete FOR 321. FOR 320 is normally taken in the Fall and FOR 321 in the Spring of the Junior year. Professional Education requirements should be met beginning in the Sophomore year. Teacher Education students are encouraged to apply for Admission to Teacher Education as soon as they have completed 45 hours, and must complete all other Teacher Education requirements (see College of Education section of Catalog).

## FRENCH Programs

Degrees Offered: B.A., B.S.

### MAJOR IN FRENCH

- 33 hours in French required.
- Required courses: French 111, 112, 115, 116, 221, 222, 231.

### MAJOR IN FRENCH

#### Teacher Certification Requirements

- 37 hours in French required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: French 115, 116, 211, 217, 231, 309, 310, FOR 320, FOR 321, and one of the following: French 221, 222, 223.
- French 111, 112, 113, 114 are not applicable, but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

### MINOR IN FRENCH

- 25 hours in French required.
- Required courses: French 111, 112, 115, 116, 231.

### MINOR IN FRENCH

#### For Teacher Certification

- 25 hours in French required.
- Required courses: French 115, 116, 231, 309.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: French 211, 217, 221, 222, 223, 310 and FOR 321.
- 111, 112, 113 and 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

## GERMAN Programs

Degree Offered: B.A.

### MAJOR IN GERMAN

- 33 hours in German required.
- Required courses: German 111, 112, 115, 116, 213, 217 or 221, 222.

### MAJOR IN GERMAN

#### Teacher Certification Requirements

- 37 hours in German required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: German 115, 116, 211, 213, 214, 217, 218, 309; FOR 320, 321.
- Recommended electives: German 216, 221, 222.
- German 111, 112, 113 are not applicable, but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

### MINOR IN GERMAN

- 25 hours in German required.

- Required courses: German 111, 112, 115, 116, 213.

### MINOR IN GERMAN

#### For Teacher Education

- 25 hours in German required.
- Required courses: German 115, 116, 213, 217 or 218, 214.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: German 216, 221, 222, 309; FOR 321.
- German 111, 112, 113 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

## RUSSIAN Programs

Degree Offered: B.A.

**Russian Studies** is an interdisciplinary program combining courses from Foreign Language, Economics, Geography, History, and Political Science. Courses offered in the program in addition to foreign language are:

- ECO 210 Comparative Economic Systems
- ECO 310 Soviet Economy
- GEO 245 Soviet Union
- HIS 233 History of Russia I: to 1725
- HIS 234 History of Russia II: Since 1725
- HIS 366 Soviet Russia: 1917 to the Present
- POS 242 Soviet Government and Politics
- POS 263 Communist Political Thought
- POS 354 Soviet Foreign Policy

### MAJOR IN RUSSIAN STUDIES

- 33 hours required.
- Required courses: Russian 111, 112, 115, 116.
- Electives selected from ECO 210, 310; GEO 245; HIS 233, 234, 366; POS 242, 263, 354; and any additional Russian courses. Courses must be selected from at least three departments.

### MINOR IN RUSSIAN

- 25 hours in Russian required.
- Required courses: Russian 111, 112, 115, 116, 231.

### MINOR IN RUSSIAN

#### Teacher Certification Requirements

- Program requirements are the same as those for the Minor in Russian.
- Students not majoring in FOR Education are required to take FOR 320.

# Spanish Programs

Degrees Offered: B.A., B.S.

## MAJOR IN SPANISH

- 33 hours in Spanish required.
- Required courses: Spanish 115, 116, 221, 222, 231, 242, 310 plus 10 elective hours, two courses of which must be taken at the 300 level or above.
- Spanish 111, 112, and 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

## MAJOR IN SPANISH

### Teacher Certification Requirements

- 37 hours in Spanish required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: Spanish 115, 116, 217, 218 or 305, 231, 309, 310; FOR 320, 321.
- Recommended electives: Spanish 221, 222 or 242.
- Spanish 111, 112, 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

## MINOR IN SPANISH

- 25 hours in Spanish required.
- Required courses: Spanish 111, 112, 115, 116, 231, and one literature course at the 200 level or above.

## MINOR IN SPANISH

### For Teacher Education

- 25 hours in Spanish required.
- Required courses: Spanish 115, 116, 231, 309, 310.
- Students not majoring in FOR Ed. are required to take FOR 320.
- Recommended electives: Spanish 217, 218, or 305; FOR 321.
- Spanish 111, 112, 114 are not applicable but 111 and 112 or the equivalent knowledge are prerequisites for required courses.

**Honors in Foreign Languages:** The Department invites highly qualified majors (or double majors) to distinguish themselves by earning Honors in French, German or Spanish. To be admitted to the program a student must: 1. have completed 60 hours of university level work; 2. be a declared major or double major in Foreign Languages; and 3. have a minimum overall GPA of 3.3 with a GPA of 3.6 in the chosen language. In order to graduate with Departmental Honors a student must: 1. complete the general requirements for the major; 2. maintain an overall GPA of 3.3 and a GPA of 3.6 in the major language; 3. complete 9 hours of in-course honors work at the 300 level in the major; 4. complete 3 hours of Independent Honors Study (FOR 299) in addition to the regular major requirements; and 5. write an honors thesis during the Senior year while enrolled in FOR 299. Students interested in participating may obtain additional information from the Director of the Honors Program in Foreign Languages. The department also offers in-course honors work for students enrolled in the University Honors program at the discretion of the instructor.

# Foreign Language Courses

Students who have had no previous instruction in a foreign language, or one year of instruction, should enroll in the 111 course for the appropriate language. Students who have

had two, three or four years may enroll in 112, 115 or 116 respectively. If prior language study took place more than one year earlier, a student may choose to enroll at a lower level. Transfer students and native speakers should consult with the chairperson of the Department of Foreign Languages to determine proper placement.

**Advanced Placement:** If the first foreign language course in which a student enrolls is above 111 in the regular sequence (112, 115, 116 or above), he or she may be eligible for advanced placement credit. Application for advanced placement credit must occur during the first semester a student is enrolled in a language course.

Credit toward graduation for previously acquired language proficiency will be granted upon completion at Illinois State University of 8 hours of course work (excluding Independent Study) with the grade of C or better in each class. None of the required hours may be taken under the credit/no credit option. Transfer students who took language courses at another college are not eligible for this advanced placement credit. Unless advance approval for exceptions is given by the chair, the courses should be taken consecutively or concurrently.

Students beginning at the 112 level and fulfilling the above requirements will be granted 4 hours. Students beginning at the 115 level or above and fulfilling the above requirements will be granted 8 hours of credit.

**300 Level Foreign Language Courses:** Instruction in courses in literature and culture of the major fields of specialization (French, German, Spanish) will be taught in the language of specialization whenever possible.

## General Courses

### 300 RESEARCH IN FOREIGN LANGUAGES 1-3

F,S

Cons dept chair.

Supervised work in a foreign literature, in comparative language studies, or in educational materials for foreign language laboratory. Assignments will depend on the preparation and interest of the student.

### 320 FOREIGN LANGUAGE TEACHING IN THE SECONDARY SCHOOL 3 F

C&I 200(6 hours) or 200.03 (grade of C or better) or 215 (2 hours) or conc reg. Incl Clin Exp. Formerly FOR 204.

Methods of teaching foreign languages in the secondary school. Special emphasis is given to audio-lingual techniques.

### 321 MEDIA MATERIALS AND USE IN THE TEACHING OF FOREIGN LANGUAGES 2 S

FOR 320 req. COM 240 rec. C&I 200 (6 hours) or 200.03 (grade of C or better) or 215 (2 hours) or conc reg. Incl Clin Exp.

Supplementing the basic methodology of Foreign Language teaching with media materials and the techniques for their use in the language classroom.

## Classics Courses

### 101 GREEK AND LATIN FOR VOCABULARY BUILDING 3

Taught in English. Not for credit maj min.

The history of the Latin and Greek elements in English, study of the roots, prefixes, and suffixes derived from Latin and Greek to enable the student to increase the active and passive vocabulary and to determine the meanings of new words. Some treatment of the subject of semantics as it applies to the Latin and Greek elements in English. A

## 08 Foreign Language

consideration of the technical vocabulary of the sciences according to the interests of the class.

### 05 CLASSICAL MYTHOLOGY 3 US-2 F.S

*Taught in English. Not for credit maj/min.*

The major myths; their nature, origins, interpretations, influence, relevance, and use in the modern world. Designed to enable the student to understand and appreciate the use of classical mythology in literature, art, and music.

### Greek Courses

#### 11 FIRST-YEAR CLASSICAL GREEK (PART I) 4 US-1

The Greek alphabet, pronunciation, essentials of grammar, translation of reading material of graded difficulty, exercises in writing Classical Greek, consideration of the Greek element in English.

#### 12 FIRST-YEAR CLASSICAL GREEK (PART II) 4 US-1

Continuation of Part I.

### Latin Courses

#### 11 FIRST-YEAR LATIN (PART I) 4 US-1

Pronunciation; essentials of grammar; reading graded material; exercises in writing easy Latin; consideration of the Latin element in English.

#### 12 FIRST-YEAR LATIN (PART II) 4 US-1

Continuation of Part I.

#### 15 INTERMEDIATE LATIN 4 US-1

LAT 112, or HS LAT equivalency or cons dept chair. Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations.

#### 16 VERGIL 4 US-1

LAT 115 or three yrs HS LAT.

Aeneid, Books I-VI: The purpose, sources, merits and fame of the Aeneid, and its references to other classic epics; poetical syntax, figures of speech, prosody, and mythology in the Aeneid.

### French Courses

#### 08.12 FRENCH FOR BUSINESS 3

*Not for credit FR maj/min. Competence in French not req.*

French life, institutions and language as they relate to business. Study of effects of traditional cultural values on business.

#### 11 FIRST-YEAR FRENCH (PART I) 4 US-1 F.S

*Not rec if student had three yrs of HS FR. Not for credit if had FR 115 or 116.*

Pronunciation; essentials of grammar; exercises in hearing, speaking and writing French; reading material of graded difficulty.

#### 12 FIRST-YEAR FRENCH (PART II) 4 US-1 F.S

*Not for credit if had FR 115 or 116.*

Continuation of Part I.

#### 13 FRENCH CONVERSATIONAL PRACTICE 2

*FR 112 or cons dept chair. Not for credit for FR 200 level students.*

Intermediate level conversational practice. Exercises to improve diction, pronunciation, intonation and comprehension.

#### 114 FRENCH COMPOSITION PRACTICE 2

*FR 112 or cons dept chair. Not for credit for FR 200 level students.*

Intermediate level composition practice, including translation and grammar exercises.

#### 115 SECOND-YEAR FRENCH (PART I) 4 US-1 F.S

*FR 112 or HS FR equivalency.*

Class reading of short stories, plays, and essays. Grammar review, oral and written composition.

#### 116 SECOND-YEAR FRENCH (PART II) 4 US-1 F.S

Continuation of Part I.

#### 211 MODERN FRENCH NOVEL 3

*FR 116.*

Vocabulary building through the reading and discussion of representative French novels.

#### 216 MODERN FRENCH DRAMA 3

*FR 116.*

Reading and discussion of the drama of the 19th and 20th centuries.

#### 217 FRENCH CIVILIZATION 3

*FR 116.*

French people and institutions as background for the French teacher and student of French literature.

#### 221 SURVEY OF FRENCH LITERATURE I 3 US-2

*FR 116.*

French literature from the Middle Ages to the 17th century.

#### 222 SURVEY OF FRENCH LITERATURE II 3 US-2

*FR 116.*

French literature of the 18th and 19th centuries.

#### 223 SURVEY OF FRENCH LITERATURE III 3 US-2

*FR 116.*

French literature of the 20th century.

#### 231 ADVANCED FRENCH COMPOSITION AND CONVERSATION 2

*FR 116.*

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages.

#### 302 FRENCH CLASSICISM 3

Reading of plays by Corneille, Racine and Moliere, and selections from other 17th century writers.

#### 309 FRENCH PHONETICS 2

A scientific approach to French pronunciation. Correct formation of French sounds, practical application of the theory of phonetics.

#### 310 FRENCH SYNTAX 3

*FR. 116.*

Systematic study of the morphology and syntax of the modern French language.

#### 316 FRENCH LITERATURE OF THE SIXTEENTH CENTURY 3

Analysis of the Renaissance as expressed in the leading writers of France in the 16th century.

**322 FRENCH LITERATURE OF THE MIDDLE AGES 3**

A study of medieval French literature in modern French translation.

**332 FRENCH LYRIC POETRY 2**

Reading of French lyrics from the 16th century to the present; study of the schools of poetry; explication de texte. Oral reading.

**385 SELECTED TOPICS IN FRENCH LITERATURE 3**

*May be repeated if content different.*

Intensive study of a genre, group of authors or a single major writer in French literature. This study varies each semester.

**German Courses****108 GERMAN FOR BUSINESS 3 US-7**

*Not for credit GER maj min. Competence in German is not required.*

German life, institutions, and language as they relate to business, including the attitude toward life, trade, banking, investments, law, and others. Both concepts and language are included.

**111 FIRST-YEAR GERMAN  
(PART I) 4 US-1**

F.S

*Not rec if student had three yrs HS GER. Not for credit if had GER 113 except cons dept chair. Not for credit if had GER 115 or 116.*

Pronunciation, essentials of grammar, reading materials of graded difficulty, oral and written exercises.

**112 FIRST-YEAR GERMAN  
(PART II) 4 US-1**

F.S

*Not rec if student had three years HS GER. Not for credit if had GER 113 except cons dept chair. Not for credit if had GER 115 or 116.*

Continuation of Part I.

**113 ELEMENTARY GERMAN COMPOSITION AND CONVERSATION 2**

*GER 112 or cons dept chair. Conc reg with GER 115 and 116 acceptable.*

Oral and written exercises and short discussions leading to a command of elementary, idiomatic German.

**115 SECOND-YEAR GERMAN**

**(PART I) 4 US-1**

F.S

*GER 112 or two yrs HS GER.*

Class reading of short stories, plays and essays. Grammar review, oral and written composition.

**116 SECOND-YEAR GERMAN**

**(PART II) 4 US-1**

F.S

*GER 112 or two yrs HS GER.*

Continuation of Part I.

**111 GERMAN NOVELLE 3 US-2**

*GER 116 or cons dept chair.*

Reading and discussion of representative German Novellen.

**113 INTERMEDIATE GERMAN COMPOSITION AND CONVERSATION 3**

*GER 116 or cons dept chair.*

Continued intensification of writing and speaking skills; vocabulary building and conversation, with emphasis on idiomatic expressions.

**214 GERMAN CONVERSATION****PRACTICE 2**

*GER 116 or cons dept chair.*

Improvement of active command of previously learned skills, including diction, pronunciation, comprehension capacity.

**216 GERMAN DRAMA 3 US-2**

*GER 116 or cons dept chair.*

Lectures, reading, and discussion of representative works of outstanding German, Austrian and Swiss dramatists.

**217 GERMAN CULTURE AND CIVILIZATION 3**

*GER 116 or cons dept chair.*

An overview of German culture from the beginning to World War I, as derived from selected readings and class discussions.

**218 GERMANY TODAY 3**

*GER 116 or cons dept chair.*

A study of the German scene since World War I, as reflected in essays and articles of representative authors. Strongly recommended for teaching majors.

**221 SURVEY OF GERMAN LITERATURE I 3**

*GER 116 or cons dept chair.*

Reading and discussion of representative works of the most important authors from the 8th century to circa 1700.

**222 SURVEY OF GERMAN LITERATURE II 3**

*GER 116 or cons dept chair.*

Reading and discussion of representative works of the most important authors from the early 19th century to the present.

**302 GOETHE 3**

*Two crses beyond GER 116.*

Reading and discussion of a number of major works, with emphasis on the drama.

**303 SCHILLER 3**

*Two crses beyond GER 116.*

Reading and discussion of a number of major works, with emphasis on the drama.

**309 GERMAN PHONETICS 2**

*Two crses in GER lit.*

Scientific approach to German pronunciation; correct formation of German sounds, practical application of theory of phonetics to teaching.

**313 ADVANCED GERMAN COMPOSITION AND CONVERSATION 2**

*GER 213 or cons dept chair.*

Free discussion of topics of contemporary interest; oral and written themes based on class discussions.

**318 GOETHE'S FAUST 3**

*Two crses beyond GER 116.*

Critical study of Parts I and II of Faust as an expression of Goethe's philosophy. Lectures, readings, and reports.

**332 GERMAN LYRIC POETRY 2**

*GER 116 or cons dept chair.*

Reading and interpretation of German lyric poetry from 800 A.D. to the present.

**385 SELECTED TOPICS IN GERMAN LITERATURE 3**

*Two crses in GER lit. May be repeated if content different.*

Intensive study of a genre, group of authors, or a single major writer in German literature.

**Italian Courses****111 FIRST-YEAR ITALIAN  
(PART I) 4 US-1**

Pronunciation; essentials of grammar; exercises in comprehending, speaking, and reading material of graded difficulty.

**112 FIRST-YEAR ITALIAN  
(PART II) 4 US-1**

Continuation of Part I.

**Russian Courses****111 FIRST-YEAR RUSSIAN  
(PART I) 4 US-1**

Pronunciation and essentials of grammar. Emphasis placed on speaking and listening, with some reading and writing.

**112 FIRST-YEAR RUSSIAN  
(PART II) 4 US-1**

Continuation of Part I.

**115 SECOND-YEAR RUSSIAN  
(PART I) 4 US-1**

RUS 112 or equivalent HS RUS.

A continuation of RUS 112 with more advanced reading, writing and speaking.

**116 SECOND-YEAR RUSSIAN  
(PART II) 4 US-1**

Continuation of Part I.

**217 RUSSIAN CIVILIZATION 3**

RUS 116.

Reading of essays concerning Russian history, culture, and contemporary Soviet life.

**221 and 222 READINGS IN RUSSIAN  
LITERATURE 3 ea**

RUS 116.

Reading and discussion of the most important Russian authors.

**231 RUSSIAN CONVERSATION AND  
COMPOSITION 2**

RUS 116.

Written and oral composition; conversation designed to build vocabulary and improve pronunciation.

**285 SELECTED TOPICS  
IN RUSSIAN  
LITERATURE 3**

*May be repeated if content different.*

Intensive study of a genre, group of authors or a single major writer in Russian literature. The field of study will vary each semester.

**290 ADVANCED RUSSIAN SYNTAX 3**

*One 200 level RUS crse, Jr or Sr standing, cons inst.*

Advanced treatment of Russian grammar; grammatical exercises; free and directed composition in Russian.

**Spanish Courses****111 FIRST-YEAR SPANISH  
(PART I) 4 US-1 F.S**

*Not rec if student had three yrs HS SPA. Not for credit if had SPA 115 or 116.*

Fundamentals of grammar. Practice in speaking, understanding, reading and writing Spanish.

**112 FIRST-YEAR SPANISH**

**(PART II) 4 US-1**

**F.S**

*Not rec if student had three years HS SPA. Not for credit if had SPA 115 or 116.*

Continuation of Part I.

**114 ELEMENTARY SPANISH  
COMPOSITION AND  
CONVERSATION 2**

*Not recommended for adv students.*

Conversational practice with exercises in elementary composition.

**115 SECOND-YEAR SPANISH**

**(PART I) 4 US-1**

**F.S**

*SPA 111 and 112 or equiv. Formerly SPA 116.*

Review of Spanish grammar, vocabulary building, oral and written practice.

**116 SECOND-YEAR SPANISH**

**(PART II) 4 US-1**

**F.S**

*SPA 115 or equiv. Formerly SPA 115.*

Continuation of Part I. Emphasis on reading and discussion of Spanish short stories with continuing review of grammar.

**211 MODERN SPANISH**

**NOVEL 3**

*SPA 116.*

Reading and discussion of representative Spanish and Spanish American novels.

**216 MODERN SPANISH**

**DRAMA 3**

*SPA 116.*

Reading and class discussion of representative Hispanic dramatists of the 18th through the 20 centuries.

**217 CIVILIZACION**

**ESPAÑOLA 2**

*SPA 116.*

Spanish customs and institutions in their historical perspective.

**218 CIVILIZACION**

**HISPANOAMERICANA 2**

*SPA 116.*

Cultural life and customs of Spanish-speaking countries in the Americas.

**221 SURVEY OF SPANISH**

**LITERATURE I 3 US-2**

*SPA 116 or equiv.*

Reading and discussion of representative writers of Medieval and Renaissance Spain.

**222 SURVEY OF SPANISH**

**LITERATURE II 3 US-2**

*SPA 116 or equiv.*

Reading and discussion of representative Spanish writers of the 18th through the 20th centuries.

**231 ADVANCED SPANISH COMPOSITION**

**AND CONVERSATION 3**

*SPA 116.*

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar.

**242 SURVEY OF SPANISH-AMERICAN**

**LITERATURE 3 US-2**

*SPA 116 or equiv.*

Introduction to the works of Spanish-American authors with emphasis on the 19th and 20th centuries.

**05 CURRENT TOPICS IN HISPANIC CIVILIZATION AND CULTURE 3**

*May be repeated if content different. Formerly FOR 304.*

study of recent trends, issues and changes in Spanish-speaking world. Varying topics and pedagogical strategies for teaching culture.

**09 SPANISH PHONETICS 3**

Learning, using and teaching correct Spanish pronunciation, stress and intonation.

**10 SPANISH SYNTAX 3**

A systematic and thorough study of the fundamental points of Spanish grammar and composition.

**31 SPANISH-AMERICAN LITERATURE I 3**

From the colonial period through realism.

**32 SPANISH-AMERICAN LITERATURE II 3**

From modernism to the present.

**35 MEXICAN LITERATURE 2**

A survey of Mexican literature and its literary background from its beginnings to the present.

**36 SELECTED TOPICS IN SPANISH AMERICAN LITERATURE 3**

*May be repeated if content different.*

Variable topics providing in-depth study of major authors, works, genres, themes or movements.

**37 SELECTED TOPICS IN MODERN PENINSULAR SPANISH LITERATURE 3**

*May be repeated if content different.*

Major authors, genres or movements from Spanish literature of the 18th, 19th and 20th centuries.

**72 SPANISH DRAMA OF THE GOLDEN AGE 3**

Reading and discussion of selected plays from the great dramatists of Spain's Golden Age.

**85 SELECTED TOPICS IN SPANISH LITERATURE 3**

*May be repeated if content different.*

Intensive study of a genre, movement, author or work. This study varies each semester.

## GEOGRAPHY-GEOLOGY (GEO)

06 Schroeder Hall

**Chairperson:** Michael D. Sublett.

**Faculty:** Professors: Kirchner, Mattingly, Miller, Schmidt, Searight, Shuman. Associate Professors: Anderson, Hart, Nelson, Sublett, Walters. Assistant Professors: Aspbury, Davenport, De Meo, Foster, Johnson, Naim. Adjunct Faculty: Bettis.

## Geography Programs

Degree Offered: B.A., B.S.

### MAJOR IN GEOGRAPHY

— 37 hours in Geography required. Programs must be planned in consultation with an adviser. Due to the variety of concentrations within the three Geography sequences, students are urged to consult with designated departmental faculty members. Names of designated faculty are available in SH 206. The areas of concentration include: *Applied*: cartography, environmental, planning, remote sensing; *Human*: cultural, historical, political, regional, urban economic; *Physical*: climatology, geomorphology. MAT 110 and MAT 145 are strongly recommended for students planning to be cartographers.

— Required courses: GEO 100, 135, 150, 300, 315, and one course from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260.

— One of the following sequences must be selected:

**Applied Geography Sequence:** Required courses: GEO 305, 308, 310, and 370. Electives must be selected from the following courses to complete the 37 hour requirement of the major: GEO 201, 205, 302, 330, 336, 338, 350, 355, 398.01, 398.51 (4 hours max Professional Practice may be counted toward the major), MAT 110, 145, and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.

**Human Geography Sequence:** Required courses: GEO 205, 208, 336, and 338. Additional electives must be selected from the following courses to complete the 37 hour requirement of the major: GEO 210, 308, 310, 320, 345, 398.01, 398.51 (4 hours max Professional Practice may be counted toward the major), and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.

**Physical Geography Sequence:** Required courses: GEO 110, 200, 201, 305, and 380. Electives must be selected from the following courses to complete the 37 hour requirement of the major: GEO 202, 308, 310, 340, 350, 355, 382, 398.01, 398.51 (4 hours max Professional Practice may be counted toward the major), and designated Selected Studies, Independent Studies, and Regional and Area Studies courses.

### MINOR IN GEOGRAPHY

— 24 hours in Geography required.

— Required courses: GEO 100, 135, 150, 300, 315, and one course selected from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260. Additional electives must be selected from the required courses in one of the sequences in the major to complete the minimum requirements of 24 hours.

— Note on Geography Minor: Students wishing to minor in Geography are requested to inform the department of their intention and are invited to discuss their program with an adviser.

### MAJOR IN GEOGRAPHY

#### Teacher Certification Requirements

— 37 hours required. Part of entitlement program leading to certification: secondary 6-12. Student's program must be planned in consultation with an adviser.

— Required courses: GEO 100, 110, 135, 145, 150, 200, 201, 205, 275; one course selected from GEO 215, 220, 225, 230, 240, 245, 250, 255, or 260; GEO 307, or HIS 290 and 390.

— Additional electives in Geography must be selected to complete the minimum requirements (37 hours) of the major.

To qualify for certification, students must complete an education minor, the professional education requirements,

and the general education requirements as described in the **Teacher Education Requirements-High School** section of this catalog.

If a student chooses to focus on Physical Geography, it is strongly recommended that a minor be selected from biological sciences, chemistry, geology, mathematics, or physics. If a student chooses to focus on Human/Regional Geography, it is strongly recommended that a minor be selected from anthropology, economics, history, political science, or sociology.

#### **MINOR IN GEOGRAPHY**

##### **For Teacher Education**

— 24 hours required.

— Required courses: GEO 100, 110, 135, 145, 150, 200; GEO 307 or HIS 290.

## **Geology Programs**

Degrees Offered: B.A., B.S.

#### **MAJOR IN GEOLOGY**

— 37 hours in Geology required.

— Required courses: GEO 105, 107, 109, 280, 285, 290, 295, 395 or an equivalent accredited summer field course; MAT 110 or competence; PHY 108 and 109 (or 110 and 111); CHE 140 or equivalent, 141.

— Strongly recommended: BSC 194; MAT 145, 146 (needed to enter graduate programs in geology); GEO 385.

#### **MINOR IN GEOLOGY**

— 22 hours in Geology required.

— Required courses: GEO 105, 107, 109.

— Note on Geology Minor: Students wishing to minor in Geology are requested to inform the department of their intention and to discuss their program with a geology adviser.

**Honors in Geography/Geology:** The Department of Geography/Geology offers honors work to highly qualified students. Students interested in pursuing honors work may obtain further information by contacting the department chairperson.

## **Geography Courses**

### **100 EARTH SCIENCE 3 US-3 F.S. Summer**

Spatial distributions, associations, and processes of the natural environment including landforms, weather, climate, soils, vegetation.

### **110 WEATHER 3 US-3 F.S. Summer**

An introduction to atmospheric science, leading to a better understanding of day-to-day weather and climate.

### **135 WORLD GEOGRAPHY 3 US-5 F.S. Summer**

Regions and spatial distribution of peoples, languages, religions, economic activities and settlement patterns of the world.

### **145 MAPS AND MAP READING 3 F**

Fundamental map concepts: scale, coordinates, symbolization, relief, directions. Major map and graph types for visual-spatial analysis and interpretation. Map history.

### **150 ECONOMIC GEOGRAPHY 3 US-5 F.S**

Spatial distribution of a variety of activities related to production, exchange, and consumption of goods and services.

### **200 CLIMATE 2 S**

GEO 110 rec.

Climatic classification, sources of climatic data, world climatic patterns, and climatic effects on natural vegetation and human activities.

### **201 PHYSICAL GEOGRAPHY 3**

GEO 100 or 105 req. Field trips req.

Spatial analysis of selected topics involving the physical environment. Topographic maps and aerial photography used extensively.

### **202 GEOGRAPHY OF SOILS 3**

Field work req. GEO 100 or equiv req.

Factors and processes of soil development. Analysis of soils on the landscape. Classification of United States and world soil groups.

### **205 CONSERVATION OF NATURAL RESOURCES 3 US-5 F.S. Summer**

An examination of the human impact on the natural environment. Emphasizes soil, wildlife, forest, mineral and fuel, water and air conservation.

### **208 POLITICAL GEOGRAPHY 3 F**

Introduction to the field of political geography. Emphasis on spatial patterns of political activity.

### **210 HISTORICAL GEOGRAPHY 2 S**

Introduction to the field of historical geography with emphasis on analysis and reconstruction of past geographies.

### **215 UNITED STATES 3**

Major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns.

### **220 ILLINOIS 2**

Field trips may be included.

Physical environment and patterns of human occupancy.

### **225 CANADA 3**

Natural regions, resources, economic activities, settlement patterns, interregional and international relations.

### **230 LATIN AMERICA 3 US-8**

Regional analysis of the major political units; emphasis on physical, cultural, and economic characteristics.

### **240 EUROPE 3**

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions.

### **245 SOVIET UNION 3**

Physical resource patterns and their significance to industrial, agricultural land use, general economic, and political development.

### **250 AFRICA 3 US-8**

Regional study of Africa. Patterns of society as related to the natural environment.

### **255 ASIA 3 US-8**

Countries, regions, and peoples of Asia. Selected regions, specific localities, and special problems.

### **260 AUSTRALIA AND THE PACIFIC 3**

Patterns of the natural environment and man's historical, economic, and political development in Australia, New Zealand, Micronesia, Melanesia, and Polynesia.

### **265 OUR NATIONAL PARKS 3 F.S.**

Field trips may be included.

National Parks of the United States in terms of physiography, geology, climate, flora, fauna, and scenic qualities.

### **300 CARTOGRAPHY 3 F**

Field trip and drafting supplies req. GEO 145 rec.

Theory and techniques regarding representation of statistical data, including compilation and preparation of various types of thematic maps.

**302 COMPUTER CARTOGRAPHY 3 S**

GEO 300 rec.

Application of the computer to contemporary cartography. Packaged software and student-generated programs are used to investigate various spatial problems.

**305 REMOTE SENSING I: PHOTOGRAMMETRY 3 F**

Field trip req.

Basic principles of photogrammetry. Techniques and measurements in remote sensing.

**306 REGIONAL AND AREA STUDIES 1-9**

Field work req.

Intensive on site study of particular lands, environments, cultures, and peoples.

**307 METHODS OF TEACHING PHYSICAL GEOGRAPHY 3 F**

Teaching maj only. Admission to Teacher Ed req. Undergraduate credit only. C&I 200 (6 hours) or 200.03 (grade of C or better req) or 215 (2 hours) req or conc reg. 8 hours of physical geography or geology req. Inc Clin Exp.

Approaches to the teaching of physical geography and earth science in grades 6-12.

**308 QUANTITATIVE METHODS IN GEOGRAPHY 3 F**

Use and interpretation of basic statistical techniques in geographical problems.

**310 FIELD GEOGRAPHY 3 F**

Field work req.

Techniques for the systematic acquisition and interpretation of geographic field data.

**315 METHODS AND CONCEPTS IN GEOGRAPHY 2 S**

Selected professional publications, designed to acquaint the student with the development of basic concepts and methods in geography.

**320 RURAL LAND USE AND AGRICULTURAL GEOGRAPHY 3**

GEO 150 rec.

Spatial aspects of agriculture: regionalization, distribution, and theories of location relating to crop and livestock production and other rural land uses.

**330 TRANSPORTATION AND COMMUNICATION 3**

GEO 150 rec.

Geographic analysis of systems of spatial interaction including influence of transportation on industrial location and regional development.

**336 URBAN GEOGRAPHY 3 F,S**

Internal morphology, external relationships, and other spatial aspects of cities.

**338 LIFE AND LANDSCAPE 3**

GEO 135 rec. Field work required.

Cultural landscapes and folklife in North America and Western Europe.

**340 PROBLEMS IN CLIMATOLOGY 3**

GEO 200 req.

Investigation of specific problems in climatology.

**345 PROBLEMS IN CONSERVATION AND OUTDOOR RECREATION 3**

GEO 205 req.

Investigation of specific problems in conservation and resource use including outdoor recreational resources.

**350 URBAN PHYSICAL ENVIRONMENTS 3**

GEO 201 req.; GEO 370 rec. Field trips req.

Examination of urbanization-caused changes in various physical systems.

**355 REMOTE SENSING II: IMAGE INTERPRETATION AND ANALYSIS 3**

GEO 305 req. Field trip req.

Investigation of major spectral bands employed in remote sensing technology. Applications to subfields are studied through manual and digital image analysis.

**370 URBAN AND REGIONAL PLANNING 3**

Formerly GEO 270.

Introduction to the planning process and the major elements used in plan implementation such as zoning regulations, subdivision regulations, and the official map. Field research may be required.

**398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN GEOGRAPHY 1-16 F.S.Summer**

75 hrs, 2.6 GPA and cons dept chair. Max 4 hrs credit toward Geography maj. 40 hrs of practice per credit hr. Advance arrangements req.

Planned, supervised professional experience in a public or private organization. The experience provides an introduction to a career in geography.

**398.51 PROFESSIONAL PRACTICE: COOP IN GEOGRAPHY 1-16 F.S Summer**

75 hrs, 2.6 GPA and cons dept chair. Max 4 hrs credit toward Geography maj. 120 hrs of coop per credit hr. Advance arrangements req.

Planned, supervised, paid professional experience in a public or private organization. The experience provides an introduction to a career in geography.

## Geology Courses

**105 INTRODUCTION TO GEOLOGY I 3 US-3**

Formerly GEO 175.

Origin and types of earth materials; internal and external earth processes and development of landscapes. Equivalent to physical geology.

**107 INTRODUCTION TO GEOLOGY II 3 US-3**

GEO 105 or cons inst req. Formerly GEO 180. Field trip req.

Origin and evolution of the earth as interpreted from rock sequences, fossils, and geologic maps; emphasis on geologic principles.

**109 INTRODUCTORY GEOLOGY LABORATORY 2**

GEO 105 req. GEO 107 or conc reg.

Mineral and rock identification, topographic maps and surface features, geologic maps, fossils, geologic interpretations, geologic provinces of North America.

**195 INTRODUCTION TO OCEANOGRAPHY 3 US-3**

Also offered as BSC 195.

General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.

**275 LIFE OF THE GEOLOGIC PAST 3 US-3**

Not for credit maj.

Origin, classification and evolution of life from early forms to modern types as revealed by the fossil record.

**76 ENVIRONMENTAL GEOLOGY 3 S**  
 Recognition of geologic hazards such as earthquakes and floods. Evaluation of geologic resources and the legal and geographic limitation of resource utilization.

**78 GEOLOGIC TECHNIQUES 3 F.S**  
*GEO 105, 107 req.*

Methods, materials, and equipment used in analysis, interpretation, and mapping of earth materials, physical environments, and geologic structures.

**80 MINERALOGY 4 F**

*GEO 105 and CHE 140 req. Lecture and laboratory. Crystallography, internal structure, chemistry, recognition and occurrence of minerals.*

**85 IGNEOUS AND METAMORPHIC PETROLOGY 4 S**

*GEO 280 req. Lecture and laboratory. Field trip req. Formerly PETROLOGY.*

Description, classification and origin of igneous, sedimentary, and metamorphic rocks.

**90 STRUCTURAL GEOLOGY 4 F**

*GEO 107 req. MAT 110 rec. Lecture and laboratory. Field trip req.*

Mechanics and processes of deformation of the earth's crust and the resulting structures.

**95 SEDIMENTOLOGY 3 F**

*GEO 107 req. Lecture and laboratory. Field trip req. Formerly SEDIMENTATION.*

Origin, transportation, deposition, and diagenesis of sedimentary materials with emphasis on classification of sedimentary rocks.

**96 STRATIGRAPHY 3 S**

*GEO 107 req. GEO 295 rec. Lecture and laboratory. Field trip req.*

Distribution, correlation and analysis of stratified rocks.

**99 GROUNDWATER GEOLOGY 3**

*GEO 105 req. Field trips req.*  
 Groundwater occurrence and movement, aquifer evaluation, field and lab measurements, contamination and other applications.

**12 ENGINEERING GEOLOGY 3**

*GEO 105 req. Field trips req. PHY 108, 109 rec.*  
 Engineering applications of geology, construction problems of geologic origin and their engineering solutions.

**14 GEOPHYSICS 3 S**

*GEO 105, MAT 110, PHY 108 and 109 req. GEO 285, 290 rec.*

Principles of geophysics and systems of measurement which are tools of exploration for geologic resources. Gravity, magnetics, seismic, electrical, well logging and thermics.

**15 ECONOMIC GEOLOGY OF FOSSIL FUELS 3 F**

*GEO 107 req. Formerly ECONOMIC GEOLOGY.*  
 Methods of exploration; origin, composition, accumulation, and production of petroleum; composition, classification, and production of coal; world fuel resources.

**17 GEOLOGY OF ORE DEPOSITS 3 S**

*GEO 280 req.; GEO 290 rec.*  
 Theory of processes of ore formation, controlling factors of ore localization, with case studies.

**20 GEOMORPHOLOGY 3 S**

*GEO 100 or 105 req. Field trips req.*  
 Origin, classification, description and interpretation of landforms.

**382 GLACIAL AND QUATERNARY GEOLOGY 3 F**

*GEO 100 or 105 req. Field trips req.*  
 Development of glaciers, glacial movements, deposits, and land forms as background for discussion of present landscapes.

**384 REGIONAL GEOLOGY OF THE UNITED STATES 3 F**

*GEO 107 req.*  
 A systematic study of the stratigraphy, structural geology, and geomorphology of the United States based on natural geologic regions.

**385 INVERTEBRATE PALEONTOLOGY 4 S**

*GEO 107 req. BSC 194 rec. Lecture and laboratory. Field trip req.*

Examination and analysis of major fossil invertebrate phyla; emphasis on groups with paleoecologic and stratigraphic significance.

**386 MICROPALAEONTOLOGY 4 F**

*GEO 385 rec.*

Study of calcareous, siliceous and phosphatic micro-fossil groups with emphasis on their structure, classification, ecologic/paleoecologic and time-stratigraphic utility.

**390 OPTICAL MINERALOGY 4 F**

*GEO 280 req. Lecture and laboratory.*

Optical theory and techniques in the use of the petrographic microscope, optical identification of minerals using oil immersion and thin-section methods.

**392 GENERAL PETROGRAPHY 4 S**

*GEO 285, 390 req. Lecture and laboratory.*

Petrographic study of mineralogy, textures, mineral paragenesis and classification of igneous, sedimentary, and metamorphic rocks in thin-section.

**395 FIELD GEOLOGY 6 Summer Only**

*GEO 280, 285, 290, 295 req.*

Application of geologic principles to field mapping and interpretation in the Black Hills and Central Rocky Mountains.

## HISTORY (HIS)

**334 Schroeder Hall**

**Chairperson:** William W. Haddad.

**Faculty:** Professors: Austensen, Champagne, Ekberg,

Freed, Grabill, Gray, Haddad, Holsinger, Homan, Plummer,

Reitan, Schapsmeier, Simms, Walker. Associate Professors:

Cohen, Davis, Holt, D. MacDonald, Rayfield, Sessions,

Wray, Wyman. Assistant Professors: Mernitz, Risso, Shaw.

Instructors: Booth, Harmon, S. MacDonald.

## History Programs

Degrees Offered: B.A., B.S.

### MAJOR IN HISTORY

— 33 hours in History required.

— Required courses: a minimum of 21 hours at the upper division level, including 2 courses at the 300-level; 3 hours each in United States, European, and non-

Western History.

**MAJOR IN HISTORY****Teacher Certification Requirements**

- 33 hours in History required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: A minimum of 21 hours at the upper-division level, including two courses at the 300-level. Distribution requirements are 9 hours of United States History, 9 hours of World History (3 of which must be non-Western), and History 290 and 390.
- 8 additional hours must be taken from one of the following areas: ECO, GEO, POS, SAS.

**MAJOR IN SOCIAL SCIENCES**

The Department of History administers the Social Sciences majors by providing advisement, teacher education specialists for those interested in that option, and club activities. For specific information about the programs see Social Sciences Programs.

**MINOR IN HISTORY**

— 21 hours in History required.

- Required courses: 12 hours at the upper-division level; 3 hours each in United States, European, and non-Western History.

**MINOR IN HISTORY****For Teacher Education**

- Requirements are the same as for History minor: HIS 290 recommended.
- Requirements for teacher certification in another major field must be met.

**Honors in History:** The department offers honors work in History to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study on historical topics of the student's own choosing with seminar-style research. Students interested in participating in the department's honors program may secure further information by contacting the chairperson of the Department of History. The department also offers in-course honors work in all its courses for students enrolled in the University Honors program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

**History Courses****121 HISTORY OF WESTERN CIVILIZATION TO 1300 3 US-2 F.S**

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages.

**123 EARLY MODERN EUROPE 3 US-2 F.S**

Formerly *HISTORY OF MODERN EUROPE I: 1300-1815*. Survey of the development of modern European civilization, from the period of its formation through the French Revolution and Napoleonic Era.

**124 MODERN EUROPE 3 US-2 F.S**

Formerly *MODERN EUROPE SINCE 1789*. A survey of modern European developments from the Congress of Vienna to the present.

**125 HISTORY OF ASIAN CIVILIZATIONS 3 US-8 F.S**

An introduction to the major traditions of India, Southeast Asia, China and Japan; emphasis on continuity and change in modern Asia.

**126 HISTORY OF THE MIDDLE EAST AND AFRICA 3 US-8 F.S**

A political, cultural, social, and economic study, with an emphasis on ancient cultures and the emergence of nation-states.

**127 HISTORY OF LATIN AMERICA 3 US-8 F.S**

Formerly *HIS 261 and 262*. Cultural, economic, political and social survey of Latin America from pre-Columbian to present times.

**135 HISTORY OF THE UNITED STATES TO 1865 3 US-2 F.S**

*Not for credit if had HIS 137*. Political, economic, social, and cultural developments from the colonial period to the Civil War.

**136 HISTORY OF THE UNITED STATES SINCE 1865 3 US-2 F.S**

*Not for credit if had HIS 137*. Agrarian and industrial revolutions, development of American institutions, and America as a world power.

**137 THE AMERICAN EXPERIENCE 3 US-2 F.S**

*Not for credit if had HIS 135 or 136*. A one-semester course in American History emphasizing a theme of special interest. The theme may vary with each semester or instructor.

**220 ANCIENT HISTORY: GREECE 3 US-2 F**

Political and cultural evolution of the Greek World from preclassical times to the Hellenistic Age.

**221 ANCIENT HISTORY: ROME 3 US-2 S**

The Roman republic and empire with emphasis on the constitutional evolution of Rome.

**222 THE MIDDLE AGES I: 395-1100 3 F**

Study of the disintegration of ancient civilization and the

gradual emergence of three successor civilizations: Byzantium, the Muslim World, and Western Europe.

**223 THE MIDDLE AGES II: 1100-1500 3 S**

An examination of the climax and decline of medieval civilization.

**224 THE RENAISSANCE: EUROPE: 1300-1500 3 F**

Political, economic, social, intellectual, cultural transition to early modern Europe; spread of Renaissance from origins in Italy; exploration and discovery.

**225 THE REFORMATION: EUROPE: 1500-1600 3 S**

Protestant and Catholic reformations in the setting of 16th century politics, economics, society; intellectual and cultural currents; European expansion.

**228 EUROPE IN THE NINETEENTH CENTURY: 1815-1914 3 US-2 F**

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

**229 EUROPE IN THE TWENTIETH CENTURY 3 F.S**

The origins of the World Wars, Marxism-Leninism, Nazi and Soviet totalitarianism, and the role of Europe in the Cold War.

**30 THE CONTEMPORARY WORLD** 3 F

The major economic, social, political, and cultural changes since 1945. The Cold War, the revolution in expectations and the emerging concern over depletion of resources and environmental imbalances.

**31 CONSTITUTIONAL AND LEGAL HISTORY OF ENGLAND TO 1688** 3 F

*Formerly ENGLISH HISTORY I: TO 1783.*

Essential English background to American government and law; the constitutional and legal development of England is placed in its political, social, religious, and intellectual context.

**32 ENGLISH HISTORY SINCE 1688** 3 S

*Formerly ENGLISH HISTORY II: SINCE 1783.*

English history from the Glorious Revolution of 1688-89 to the present; political, social, and cultural history are emphasized.

**33 HISTORY OF RUSSIA I: TO 1725** 3 F

Russian history from earliest times to the 18th century, including political, social, economic, and intellectual developments.

**34 HISTORY OF RUSSIA II: SINCE 1725** 3 S

Russian political, social, economic, and intellectual developments; the Russian Revolution; Russia in the 20th century.

**35 FRENCH HISTORY TO THE REVOLUTION** 3 US-2 F

*Formerly: FRENCH HISTORY TO 1789.*

French history from the Middle Ages to the French Revolution with emphasis upon French culture, including social, intellectual and artistic movements.

**36 MODERN FRANCE** 3 S

*Formerly FRENCH HISTORY II: 1789-PRESENT.*

Survey of the major political, economic, and cultural developments in France from the Napoleonic era to the present.

**37 MODERN GERMANY: 1848-PRESENT** 3 F

A survey of German social, political, diplomatic, and intellectual history in the 19th and 20th centuries.

**38 EUROPEAN ECONOMIC HISTORY** 3 S

Emphasis on institutions and economic activity over time, from land tenure to trade, in changing political and technological environments.

**39 COLONIAL LIFE AND INSTITUTIONS** 3 F

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil.

**40 THE EARLY NATIONAL PERIOD: 1787-1815** 3 F,S

Emphasis upon the establishment of a national government; the principles and influence of early federalism and Jeffersonian democracy.

**41 THE AGE OF JACKSON: 1815-1848** 3 S

The awakening of American nationalism as typified by the economic, political, social and cultural changes of the Jacksonian period.

**246 CIVIL WAR AND RECONSTRUCTION: 1848-1877** 3 F

Causes and process of secession; problems of the Lincoln and Davis administrations, conduct of the war, and the problems of reconstruction.

**247 THE GILDED AGE IN AMERICA: 1877-1900** 3 F

Industrialization and responses to industrialism in America; special attention given to business and political leaders, farmers, Afro-Americans, and writers.

**248 UNITED STATES IN THE TWENTIETH CENTURY I** 3 F,S

An examination of significant aspects of American history from the Populist era to the Great Depression of 1932.

**249 UNITED STATES IN THE TWENTIETH CENTURY II** 3 F,S

An examination of significant aspects of American history from the 1930's to contemporary times.

**250 HISTORY OF WOMEN IN AMERICA** 3 US-2 F,S

The role of women in the economic, social, political, and cultural history of America from the colonial period to the present.

**251 HISTORY OF AMERICAN DIPLOMACY I: TO 1898** 3 F

The history of the foreign relations of the United States from the revolution to 1898.

**252 HISTORY OF AMERICAN DIPLOMACY II: SINCE 1898** 3 S

The history of the foreign relations of the United States since 1898.

**253 AMERICAN CONSTITUTIONAL HISTORY** 3 F

The history of American constitutional and legal developments from the colonial period to the present.

**254 CHICANO HISTORY** 3 S

Survey of the Mexican-American role in and contribution to the development of the United States since 1848.

**255 HISTORY OF THE AMERICAN FRONTIER** 3 F,S

Westward movement and the influence of the frontier on American life and institutions.

**256 AMERICAN BUSINESS HISTORY** 3 F

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity.

**257 AFRO-AMERICAN HISTORY I** 3 F

The history of Black Americans from Colonial times to the Civil War.

**258 AFRO-AMERICAN HISTORY II** 3 S

The history of Black Americans from the Reconstruction period to the present.

**259 HISTORY OF ILLINOIS** 3 S

A survey of the history of Illinois from the time of the French explorers to the present.

**260 HISTORY OF CANADA** 3 S

*Formerly HISTORY OF CANADA SINCE 1763.* A survey of the history of Canada from the settlement of the French colonists in the 17th century to the present.

|   |  |
|---|--|
| 263 MODERN MEXICO 3 US-8 F  |  |
| Survey of Mexican history from the mid-eighteenth century.  |  |
| 271 ISLAMIC CIVILIZATION 3 US-8 F   |  |
| Formerly <i>HISTORY OF THE MIDDLE EAST I: TO 1800</i> . Political, social, economic survey of the Middle East from Muhammad to the 19th century, emphasizing origins and achievements of the Islamic age.                       |  |
| 272 MODERN MIDDLE EAST 3 S  |  |
| Formerly <i>HISTORY OF THE MIDDLE EAST II: SINCE 1800</i> . Political, social, and economic survey of the Middle East from the 19th century to the present, emphasizing the rise of the modern nation-states.                   |  |
| 273 THE IMMIGRANT IN AMERICAN HISTORY 3   |  |
| Examination of the changing role of immigration in American social, economic, and political history.  |  |
| 274 HISTORY OF MODERN MEDICINE 3 F  |  |
| A survey of the rise of modern medicine from 1500 to the present.   |  |
| 275 HISTORY OF JAPANESE CIVILIZATION 3 US-8 F   |  |
| Topical and chronological examination of Japanese religions, philosophies, art, music, literature, societal values and behavior.  |  |
| 276 HISTORY OF CHINESE CIVILIZATION 3 S   |  |
| Topical and chronological examination of Chinese religions, art, music, literature, societal values and behavior.   |  |
| 279 WORLD WAR II 3 S  |  |
| A general survey of World War II including military, diplomatic, and cultural concerns, with the United States receiving primary attention.   |  |
| 290 SOCIAL STUDIES TEACHING METHODOLOGY I 3   |  |
| C&I 200 (4 hrs.) or 200.01 & 200.02 (4 hrs. grade of C or better req.) or 216 (4 hrs.) or conc reg. Exceptions may be made by cons inst. Required for HIS/SOC SCI maj in teacher education programs. Incl Clin Exp.             |  |
| Special methods and pre-student teaching clinical experiences for History-Social Science teacher education students. Includes observation and participation in classroom settings. Must be completed prior to student teaching. |  |
| 292 CAREERS FOR HISTORY AND SOCIAL SCIENCES MAJORS 1  |  |
| Acquaints students with career opportunities and relates History and Social Sciences skills learned to those needed in various career situations. Includes instruction in job placement skills.                                 |  |
| 294 HONORS THESIS 3 F.S   |  |
| Honors students or cons inst. Formerly HIS 298. Directed by a faculty member competent in the thesis field. The History Department shall approve the topic before registration.   |  |
| 296 HISTORIOGRAPHY AND HISTORICAL METHOD 3 F  |  |
| Explores the character and discipline of history through the study of representative historians.  |  |
| 306 REGIONAL AND AREA STUDIES 1-9   |  |
| Cons inst. Usually given cooperatively with other depts.  |  |
| Intensive study of particular lands, environments, cultures, and peoples.   |  |

|   |   |
|---|---|
| 311 AGE OF THE AMERICAN REVOLUTION 3  |   |
| The emergence of the United States as an independent nation from 1763 to the Constitutional Convention in 1787.   |   |
| 320 LINCOLN: THE MAN AND HIS TIMES 3  |   |
| Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with people and events of his time.  |   |
| 321 GREAT FIGURES OF AMERICAN HISTORY 3   |   |
| Personalities selected from American history with emphasis on the contributions and lasting influence of significant individuals.                                     |   |
| 322 AMERICAN URBAN HISTORY 3  |   |
| Survey of the history of the American city from 1820 to the present.  |   |
| 323 AMERICAN CULTURAL AND INTELLECTUAL HISTORY I 3  |   |
| American progress in the fine arts, philosophy, literature and science from Puritan times to 1860.  |   |
| 324 AMERICAN CULTURAL AND INTELLECTUAL HISTORY II 3   |   |
| The impact of naturalism, industrialization, secularization, and urbanization upon American culture since 1860.   |   |
| 325 PROBLEMS IN TWENTIETH CENTURY UNITED STATES CONSTITUTIONAL HISTORY 3  |   |
| An examination of major problems in American constitutional history since the Progressive Era; civil rights, freedom of speech and religion, federal-state relations. |   |
| 327 AMERICAN LABOR HISTORY 3  | F |
| The Industrial Revolution's impact upon workers, with emphasis on the responses through unions and politics, and on the role of government.                           |   |
| 330 THE FAMILY IN HISTORY 3   |   |
| History of the family in Europe and America, viewing the changes from idealist, economic determinist, family systems, and psychoanalytic perspectives.                |   |
| 341 EUROPEAN INTELLECTUAL HISTORY TO 1600 3   |   |
| The study of the ideas of the ancient world, Middle Ages, Renaissance, Reformation, examined in a social, political and economic context.                             |   |
| 342 EUROPEAN INTELLECTUAL HISTORY SINCE 1600 3  |   |
| A study of the ideas of the scientific revolution, enlightenment, 19th century and 20th century, examined in a social, political and economic context.                |   |
| 343 MODERN EUROPEAN DIPLOMATIC HISTORY I: 1789-1890 3   |   |
| The diplomatic history of Europe from the French Revolution to the fall of Bismarck.  |   |
| 344 MODERN EUROPEAN DIPLOMATIC HISTORY II: 1890 TO PRESENT 3  |   |
| The diplomatic history of Europe from the fall of Bismarck in 1890 to the present.  |   |
| 345 FRENCH REVOLUTION AND NAPOLEON: 1789-1815 3   |   |
| Society, culture, and government under the monarchy; destruction of the old order; rise and fall of Napoleonic France.  |   |

**351 ANCIENT NEAR EAST 3**

Study of the civilizations of Mesopotamia and Egypt from the neolithic period to 500 B.C.

**356 THE ENLIGHTENMENT 3 F.S**

Intellectual and social history of the western world during the eighteenth century.

**361 EIGHTEENTH-CENTURY BRITAIN:**

**1689-1815 3**

Britain from the Revolution of 1688-89 through the early Industrial Revolution and Napoleonic wars.

**362 MODERN BRITAIN: 1815 TO THE PRESENT 3**

A general survey of British history in the 19th and 20th centuries.

**365 NAZI GERMANY: 1933-45 3**

Reading, discussion and research in the major books and articles in the field.

**366 SOVIET RUSSIA: 1917 TO THE PRESENT 3**

An evaluation of the origins and rise of Bolshevik power, concentrating on economic, cultural and social developments.

**373 HISTORY OF MODERN CHINA 3**

Concentrates on the Western and Chinese collision since the 1800's and the responses of traditional, national and contemporary China to modernization.

**375 HISTORY OF MODERN JAPAN 3**

Concentrates on Japan's modernization, goals of Meiji leaders, contradictory tendencies of pre-war Japan, and contemporary Japan.

**377 HISTORY OF THE ARAB-ISRAELI CONFLICT 3 F.S**

Historical analysis of the conflict between Arabs and Israelis emphasizing the roles of religion, nationalism, superpowers, and war in the conflict.

**390 SOCIAL STUDIES TEACHING METHODOLOGY II 3**

HIS 290 and C&I 200 (6 hrs.) or 200.03 (2 hrs. Grade of C or better req.) or 215 (2 hrs.) or conc reg. Incl Clin Exp. Adm. to Teacher Ed. req.

Examination of social studies project materials, use of instructional models, and clinical experiences. Must be completed prior to student teaching.

**395 ARCHIVES AND MANUSCRIPTS 3 F**

Nature, acquisition, processing and use of archives and manuscripts. Emphasis on theory and principles with practical exercises.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN HISTORY 1-16 F.S**

75 hrs; 2.6 GPA in HIS courses; completion of all application procedures; cons HIS prof prac coord. Max 6 hrs toward HIS major.

Planned, supervised experience in a professional capacity in archives, business, government, historical archaeology, historical preservation, historical editing and publishing, historical societies, museums, or other application of history.

**MATHEMATICS (MAT)****313 Stevenson Hall**

**Chairperson:** Albert D. Otto.

**Faculty:** Professors: Berk, Dossey, Friedberg, Leonard, O'Daffer, Otto, Retzer, Ramseyer, Ritt, Speiser, Thornton, C.

Vanden Eynden. Associate Professors: L. Brown, Charles, Edge, Ha, Hathway, Insel, Morris, Sennott, Shilgalis, Spence, Tucker. Assistant Professors: Banks, Bazik, Ellingson, Gilmore, Hassani, Hershberger, Jacobs, Parr, Plantlolt, Tipnis, Tucker, Wilmot. Instructors: Baumgardner, Bennett, Briggs, T. Brown, Bye, Copley, Dudley, Duvvuri, Hayden, Hirschel, Landre, Parsons, Pidzarko, Pollack, Price, Rich, Rydbom, Shutler, J. Vanden Eynden. Faculty Assistants: Barnes, Fisher, Hill.

**Mathematics Programs**

Degrees Offered: B.A., B.S.

**Career Information:** Career needs in a wide variety of vocations are met by the diverse course offerings in the Mathematics Department. These include vocations in secondary teaching, business management, and actuarial science; vocations that involve research or applications of mathematics in business, government, and industry; and vocations involving research or applications of mathematics in the physical and social sciences. The needs of those preparing for continued study and research in mathematics are met also by the departmental offerings. The undergraduate degree programs are designed to be sufficiently flexible to meet career aspirations, to allow for individual exploration in various areas of interest, and also to permit suitable breadth for a liberal education.

Students are urged to consult with the mathematics undergraduate director or mathematics faculty in planning their programs. Information on careers in mathematics can be secured from the mathematics undergraduate director in Stevenson 303A and from the Mathematics Career Center in Stevenson 330.

Students interested in meeting the requirements for certification to teach secondary school mathematics must consult with a mathematics education adviser to design a special program of studies.

Students preparing for a specific career are advised to include courses from one of the following lists. The courses with an asterisk should be among those selected. Those wishing a major or minor in Mathematics should select additional courses from the list as well. (Note that some courses in the following lists may not count toward major or minor requirements.)

Actuarial Science: 164, 340, 345, 350\*, 351\*, 356, 361, 368, 370, 378.

Business Management: 164\*, 317, 340, 350\*, 351\*, 356, 360, 361\*, 368\*, 370, 378.

Secondary Teaching: 164, 210, 211\*, 216\*, 310, 314, 316, 320, 321, 323\*, 324\*, 326, 347, 350, 361, 378.

Business, Government, and Industry: 164\*, 317, 340\*, 341, 345, 349, 350\*, 351\*, 356\*, 360, 361, 368, 370, 378.

Applications or Research in Physical Sciences: 164, 216, 314.03, 316, 317, 340\*, 341\*, 345\*, 349\*, 350, 370, 378.

Applications or Research in Social Sciences: 164, 317, 340, 350\*, 351\*, 356\*, 360, 361, 368, 378.

Graduate Study and Research in Mathematics: 164, 210, 216\*, 310, 314, 316\*, 317\*, 319, 340, 341, 345, 347\*, 348, 349\*, 350, 351, 360, 368, 370, 378.

**Notes on Mathematics Programs:** The following courses may not be used to satisfy requirements for a major, comprehensive major, or minor: MAT 103, 105, 106, 107, 108, 109, 120, 121, 151, 152, 201, 202, 203, 204, 205, 220, 298, 298.50, 301, 302, 303, 304, 305, 306, 307, 308.

Students who have taken calculus in high school may request to take a Calculus Proficiency Test. If proficiency credit is granted, students may begin their mathematics

courses with MAT 146 or a higher level course. To ensure proper placement, transfer students should consult with an adviser prior to registration for classes. A maximum of four semester hours will be given toward a major or minor for acceptable precalculus courses based upon advanced placement or transfer.

#### COMPREHENSIVE MATHEMATICS MAJOR

- 52 hours in Mathematics required.
- Required courses: MAT 145, 146, 147, 175, 317.
- One computer programming course from ACS 164, MAT 164, or ACS 168.
- At least 18 semester hours chosen from MAT 210, 211, 216, 310, 314, 316, 319, 340, 341, 345, 347, 349, 350, 351, 360, 361, 366, 368, 370, 378.
- As many as 10 hours chosen from courses outside of MAT that require calculus as a prerequisite may be substituted for elective hours in MAT.

#### COMPREHENSIVE MATHEMATICS MAJOR

##### Teacher Certification Requirements

- MAT 211, 216, and 323 are required. The requirements for the Comprehensive Mathematics Major must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211, 216, and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.

#### MAJOR IN MATHEMATICS

##### Teacher Certification Requirements

- 36 hours in Mathematics required.
- Required courses: MAT 145, 146, 147, 175.
- One computer programming course from ACS 164, MAT 164, or ACS 168.
- At least 12 semester hours must be chosen from MAT 210, 211, 216, 310, 314, 316, 317, 319, 340, 341, 345, 347, 349, 350, 351, 360, 361, 366, 368, 370, 378.
- At least 18 of the 36 hours must be at the 200 level or above.

#### MAJOR IN MATHEMATICS

##### Teacher Certification Requirements

- MAT 211, 216, and 323 are required. The requirements for the major in Mathematics must be met. This major is part of the entitlement program leading to certification for secondary grades 6-12. (Note: MAT 211, 216, and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.
- Interested students should consult their adviser about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary clinical experiences.

#### MINOR IN MATHEMATICS

- 24 hours in Mathematics required.

- Required courses: MAT 145, 146, 147, 175.

- At least 8 semester hours chosen from MAT 210, 211, 216, 310, 314, 316, 317, 319, 340, 341, 345, 347, 349, 350, 351, 360, 361, 366, 368, 370, 378.

#### MINOR IN MATHEMATICS

##### For Teacher Education

- 24 hours in Mathematics required.
- Required courses: MAT 145, 146, 147, 175, 211, 216, and 323. (Note: MAT 211, 216 and C&I 200.03 or 215 or the equivalent are prerequisites for MAT 323.)
- Students are encouraged to take electives from the list of Secondary Teaching courses above.

**Honors in Mathematics:** The department offers an honors program for majors emphasizing a broad liberal arts program with requirements in mathematics and University Studies. Students interested in participating in the departmental honors program may secure further information by contacting the director of Mathematics Honors Program. The department also offers in-course honors for students enrolled in the University Honors Program.

**COOP/Internship in Mathematics:** The department offers a cooperative education/internship program for undergraduate mathematics majors which provides for practical work experience in business, government, or industry. Students interested in participating in the program may secure further information by contacting the Mathematics Cooperative Education/Internship Coordinator.

**Concentration in Quantitative Economics:** This program is available to students under the General Studies Program. Courses in this program should include ECO 100, 101, 131, 330, 331, 333, 340, and 341; MAT 145, 146, 147, 175, 350, and 351. Interested students may contact the department chairperson in either Mathematics or Economics.

## Mathematics Courses

- The minimum prerequisite for all mathematics courses is successful completion of first year high school algebra through quadratic equations.
- A year of high school geometry and a second year of high school algebra are highly recommended for anyone who wants to take mathematics courses.
- A grade of C or better is highly recommended in any course listed as a prerequisite to a course that a student intends to take. Students who fail to get at least a C in a prerequisite course are strongly encouraged to repeat the course prior to enrolling in the subsequent course.
- Students may not enroll in a course which is prerequisite to a course that has been completed with a grade of C or better.

### 103 FOUNDATION TOPICS IN MATHEMATICS 4 US-4 F.S

1 yr. H.S. Algebra req, 1 yr. H.S. Geometry rec. Not for cr maj/min or if had PHI 110.

Logic, axiomatics, sets, and numbers from common sense understandings. Precise language used but only with understanding. Growth of a mathematical theory.

### 105 APPLICATIONS OF ELEMENTARY MATHEMATICS 3 US-4 F.S

1 yr. HS Algebra req, 1 yr HS Geometry rec. Not for cr maj/min or if had MAT 120. Hand calculator req.

Problems in physical, biological and social sciences, business, politics, games and other fields solved by algebra, geometry, linear programming, probability, etc.

### 106 WORLD OF MATHEMATICS 4 US-4 F.S

1 yr HS Algebra req, 1 yr HS Geometry rec. Not for cr maj/min.

A survey of topics from contemporary mathematics such as: sets, games, number theory, geometry, logic, puzzles, infinity, networks, codes, computers, and their applications to other disciplines including music and art.

**107 INTERMEDIATE ALGEBRA 3 F.S**  
*1 yr HS algebra req. 1 yr HS Geometry rec. Not for cr maj/min or if had MAT 109. 3 hr lecture and testing-tutorial sections required.*

Intermediate course between one year of high school algebra and college algebra.

**108 TRIGONOMETRY 2 F.S**  
*Competency test (MAT 107 content), 1 yr HS Geometry req. Not for cr maj/min or if had MAT 109. Hand calculator required.*

**109 MATHEMATICS FOR TECHNOLOGISTS 5 F.S**  
*Competency test (HS Algebra I content), 1 yr. HS Geometry req. Not for cr maj/min or if had MAT 107 or 108. Hand calculator req.*

Intermediate algebra and basic trigonometry with application in the technology fields.

**110 COLLEGE ALGEBRA WITH TRIGONOMETRY 4 F.S**  
*Competency test (MAT 107 and 108, or 109 content) req. Designed especially to prepare for MAT 145. Hand calculator req.*

Factorization theory; polynomial, radical, trig, exponential, and log equations; linear, polynomial and rational inequalities; graphing polynomial, rational, trig, exponential, and log functions; properties of trig and inverse trig functions.

**120 FINITE MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES 4 US-4 F.S**

*Competency test (MAT 107 content) req. Not for cr maj/min. Hand calculator required.*

Linear functions, matrices, systems of linear equations, linear programming, probability, statistics, and difference equations with applications.

**121 INTRODUCTION TO CALCULUS FOR BUSINESS AND SOCIAL SCIENCES 4 US-4 F.S**

*MAT 120 and Competency test (MAT 107 content) req. Not for cr maj/min. Hand calculator required.*

Non-linear functions, intuitive differential and integral calculus, applications.

**145 CALCULUS I 4 US-4 F.S**  
*Competency test (MAT 110 content) req. Formerly MAT 115.*

Differentiation with associated applications. Curve sketching. Introduction to integration with applications.

**146 CALCULUS II 4 US-4 F.S**  
*MAT 145 req with grade of C or better rec. Formerly MAT 116.*

Calculus of the transcendental functions. Conic sections. Techniques of integration, polar coordinates, L'Hospital's rule, improper integrals, applications.

**147 CALCULUS III 4 F.S**  
*MAT 146 req with grade of C or better rec. Formerly MAT 117.*

Parametric equations in the plane with applications. Vector curves and surfaces in space. Partial derivatives, gradients, directional derivatives, and tangent planes. Multiple integration and line integrals. Infinite series and Taylor's Theorem.

**151 STRUCTURE OF NUMBER SYSTEMS I 3 US-4 F.S**  
*1 yr HS Algebra, basic skills competency req. 1 yr HS Geometry rec. Not for cr maj/min. Materials charge optional.*

Properties of whole numbers and rational numbers; algorithms for the four basic operations. Elementary set theory, number theory, geometry, and measurement.

**152 STRUCTURE OF NUMBER SYSTEMS II 3 S**  
*MAT 151 or 3 yrs HS MAT including geometry req. Not for cr maj/min.*

Continuation of MAT 151. Concepts and structure of real numbers. Number theory, probability, statistics, geometry, and topology.

**164 FORTRAN PROGRAMMING 3 US-4 F.S**  
*Grade of C or better in MAT 107 or HS equiv req. Also offered as ACS 164.*

An introduction to programming using the FORTRAN language including built-in functions, subprograms, and sequential and direct access file processing.

**175 LINEAR ALGEBRA 4 F.S**  
*MAT 147 or conc reg req., C or better in previous calculus courses rec.*

Vector geometry, matrices, systems of linear equations, vector spaces, linear transformations, eigenvalues and eigenvectors, applications to the physical and social sciences.

**201 MATHEMATICS FOR THE ELEMENTARY SCHOOL CHILD 3 F.S**  
*MAT 151 or 152 req. Not for cr maj/min or if had C&I 252. Incl Clin Exp. Materials charge optional.*

Background for meaningful teaching of number, numeration, basic facts, algorithms, and geometric concepts. Special emphasis on planning instruction for children with special learning needs.

**202 MATHEMATICS FOR THE JUNIOR HIGH SCHOOL 2 S**  
*MAT 151, 152 or 145 req. Not for cr maj/min. Materials charge optional.*

Background for meaningful teaching of mathematical topics in the junior high school curriculum. Includes analysis of computational techniques for whole and rational numbers, number theory, measurement, and geometry.

**203 MATHEMATICS FOR EARLY CHILDHOOD 3 F.S**  
*MAT 151 or 152 req. Not for cr maj/min or if had C&I 262. Materials charge optional.*

Study of appropriate mathematical experiences for young children including prenumber work, number and numeration, measurement, geometry, whole number operations, and problem solving.

**204 GEOMETRY FOR ELEMENTARY TEACHERS 3 F.S**  
*MAT 151 or 152 or 3 yrs. HS math including geometry req. Not for cr maj/min. Materials charge optional.*

Geometry relevant to grades K-8. Logic, incidence, separation, congruence, parallelism, similarity, coordinate systems, measurement, and constructions.

**205 MODERN ALGEBRA FOR ELEMENTARY TEACHERS 3 F.S**  
*MAT 151 or 152 or 3 yrs. HS math including geometry req. Not for cr maj/min. Materials charge optional.*

Algebraic concepts and structures relevant to grades K-8. Structure of familiar number systems compared to and contrasted with other mathematical systems.

**210 SYMBOLIC LOGIC I 3 US-4 F.S**  
*1 yr. HS Algebra, 1 yr HS Geometry req. Also offered as PHI 210.*

introduction to proof theory. Formal deductive systems, specially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

**11 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY 4 F.S**  
MAT 145 or MAT 204 rec.

Deductive and deductive study of Euclidean geometry; includes transformations, tessellations, polyhedra, classical theorems, introduction to non-Euclidean geometry.

**12 SYMBOLIC LOGIC II 3 F.S**  
MAT/PHI 210 req. Also offered as PHI 212.

Study of axiomatic systems of various kinds; some set theory; proof theory and meta-theory.

**16 INTRODUCTION TO ABSTRACT ALGEBRA I 4 F.S**  
MAT 175 req. Formerly MAT 315.

Introduction to rings, integral domains, and fields including the ring of integers, the fields of real and complex numbers, quotient rings, polynomial rings, homomorphisms, and ideals.

**98 PROFESSIONAL PRACTICE: INTERNSHIP IN MATHEMATICS 2-4 F.S. Summer**

MAT 175 plus two approved courses in math beyond 175 and a GPA of 2.75 overall and 3.0 in math courses. May be repeated. Max 8 hrs. No credit Maj/Min. Admissions approved by Dept. Chair. Credit/no credit only.

Practical experience through professionally oriented work in business, government, or industry. One credit per month of full-time employment.

**98.50 PROFESSIONAL PRACTICE: COOPERATIVE EDUCATION IN MATHEMATICS 2-4 F.S. Summer**

**01 MATHEMATICAL TOPICS FOR ELEMENTARY TEACHERS 3 S**  
MAT 151 or 152 req. Not for cr maj/min. Incl Clin Exp. Materials charge optional.

Significant problems, viewpoints and trends in teaching of arithmetic. Research related to organization, content and techniques in this field.

**02 MATHEMATICAL TOPICS FOR JUNIOR HIGH TEACHERS 2 F**  
MAT 151 or 152 or 145 req. MAT 202 or tchg exp rec. Not for cr maj/min. Materials charge optional.

Problems, viewpoints and trends in teaching junior high school mathematics. Implication of logic and foundations of mathematics for teaching in this field.

**03 DIAGNOSIS AND REMEDIATION OF ELEMENTARY MATH LEARNING PROBLEMS 3 F.S**

MAT 151 or 152 or teaching experience req. C&I 252 or MAT 201 or 202 rec. Not for cr maj/min. Incl Clin Exp. Materials charge optional.

Analysis of diagnostic and remediation procedures utilizing concrete materials for children experiencing difficulties in elementary school mathematics.

**04 ADVANCED TOPICS IN ALGEBRA AND GEOMETRY FOR ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS 3 S. Summer**

MAT 152 or 204 or 205, and high school geometry req. Not for cr maj/min. Materials charge optional.

Topics resulting from merging of algebraic and geometric concepts and techniques, and applications of these concepts to the elementary and junior high school curricula.

**305 MEASUREMENT TOPICS FOR ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS 1-3 Summer**  
MAT 204 or tchg exp req. Not for cr maj/min. Materials charge optional.

Topics related to elementary and junior high school curricula. Metric systems, counting techniques, probability, sampling, statistical inference, simulation, similarity, indirect measurement techniques.

**306 TEACHING ELEMENTARY AND JUNIOR HIGH SCHOOL MATH WITH CALCULATORS AND COMPUTERS 3 F.S. Summer**  
MAT 151 or equiv req. Not for cr maj/min. Materials charge optional.

Techniques for using calculators and microcomputers for mathematical concept and skill development and discovery of mathematics generalizations in elementary school.

**307 MATHEMATICS FOR THE GIFTED IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL 2-3**  
MAT 152 or 202 or tchg exp req. Not for cr maj/min. Materials charge optional.

Mathematics content, methods, and program design for meeting needs of students with high ability in mathematics.

**308 MATHEMATICS FOR THE SLOW LEARNER IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL 2 Summer**  
MAT 151 or tchg exp req. Not for cr maj/min. Materials charge optional.

Characteristics/causes of slow learners/underachievers in mathematics. Mathematics content, methods, materials and program design for meeting needs of slow learners.

**309 TEACHING PROBLEM SOLVING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL 3**  
MAT 151 or tchg exp req. Not for credit maj/min. Material charge optional.

Techniques and strategies for improving problem solving abilities. Goals, instructional materials, program development, teaching techniques and evaluation of problem solving in school mathematics.

**310 NUMBER THEORY 3 F.S**  
MAT 175 or 205 req.

Divisibility, primes, unique factorization, numerical functions, congruences, Diophantine equations, other topics.

**314 TOPICS IN GEOMETRY 3 S**  
Cons inst req. May be repeated if content different.

Study of selected areas of geometry. Topic .03 Introduction to differential geometry (Formerly MAT 345). Consult the Class Registration Directory for the topics to be offered during any given semester.

**316 INTRODUCTION TO ABSTRACT ALGEBRA II 3 S**  
MAT 175 req. MAT 216 rec.

Introduction to groups, including permutation, symmetry and matrix groups, homomorphisms, normality, quotient groups, applications.

**317 LINEAR ALGEBRA 4 F**  
MAT 175 req.

Vector spaces, linear transformations and matrices, inner product spaces, eigenvalues and eigenvectors, diagonaliza-

ation. Applications to geometry, the physical and social sciences.

**319 COMBINATORIAL TOPOLOGY 3 S**  
*MAT 147 req. MAT 175 rec. Formerly MAT 375.*

Introduction to algebraic topology. Topics include compactness and connectedness, continuous vector fields and critical points, plane homology, the Jordan Curve Theorem, and surfaces.

**320 HISTORY OF MATHEMATICS  
TO 1600 2 F**  
*MAT 145 rec.*

Emphasis on Greek geometry, and growth of algebra and algebraic notation from early Mesopotamia through Renaissance.

**321 HISTORY OF MATHEMATICS  
1600 TO PRESENT 2 F**  
*MAT 147 req.*

Development of modern mathematics (analysis, algebra, geometry) and the people in the forefront, beginning with Descartes. Emphasis on 19th century.

**323 MATHEMATICS FOR THE  
SECONDARY SCHOOL 3 S**

*MAT 211 and 216 or conc reg and C&I 200.03 (grade of C or better req.) or 215 req. Incl Clin Exp. Adm. to Teacher Ed req.*

Problems in selection, placement and teaching of secondary mathematics topics. Language and symbolism. Analysis of recent trends and practices.

**324 SEMINARS FOR STUDENT  
TEACHERS OF MATHEMATICS 2 S**

*Conc reg or completion of student teaching in mathematics req. Course offered on Credit/No Credit basis only. Not for graduate credit.*

Examination of materials and teaching aids for junior and senior high school mathematics programs. Communication of student teaching practices, and learning theory, and experimental curricular projects.

**326 COMPUTER-EXTENDED MATHEMATICS  
FOR SECONDARY SCHOOLS 3 F**

*Calculus and BASIC programming req. Formerly MAT 362.*

Techniques of illustrating, deriving, and discovering mathematical concepts of the secondary curriculum by digital computer and calculators.

**340 DIFFERENTIAL  
EQUATIONS I 3 F,S**

*MAT 147 and a programming language req. MAT 175 rec.*

First-order differential equations, linear differential equations, systems of linear equations, numerical solutions.

**341 DIFFERENTIAL EQUATIONS II 3 S**  
*MAT 175 and 340 req.*

Series solutions, Laplace transforms, theory of first order equations, theory of linear differential equations, Sturm theory, Fourier series, boundary-value problems, introduction to partial differential equations (Laplace, heat, and wave equations).

**345 ADVANCED CALCULUS 4 F**  
*MAT 175 req. Formerly MAT 335.*

Calculus of functions of several variables, Taylor's series of several variables, maxima and minima, Lagrange multipliers, inverse and implicit function theorems, multiple integration, line integrals, Green's and Stokes' theorems.

**347 INTRODUCTION TO REAL  
ANALYSIS I 4 S**  
*MAT 147 req. MAT 175 rec.*

The real number system, topology of metric spaces, sequences, continuous functions, uniform convergence, differentiation, Taylor's Theorem, Riemann integration, the fundamental theorem of calculus, infinite series, power series, the implicit function theorem.

**349 COMPLEX ANALYSIS I 3 S**  
*MAT 147 req.*

Analytic function theory, complex plane, differentiability and analyticity, Cauchy's theorem. Taylor series and Laurent series.

**350 MATHEMATICAL STATISTICS I 4 F,S**  
*MAT 147 or conc reg req.*

Sample spaces, probability, random variables, probability density functions, moment generating functions, empirical distributions, sampling distribution theory, confidence intervals, maximum likelihood estimation, applications.

**351 MATHEMATICAL  
STATISTICS II 4 F,S**  
*MAT 147 and 350 req.*

Chi-square, F, t, and bivariate normal distributions, Central Limit Theorem, goodness-of-fit tests, correlation and regression, analysis of variance, randomized block designs, nonparametric methods.

**356 STATISTICAL COMPUTING 4 S**

*Two statistics crses; some facility with matrices req.*

The application of the SAS, SPSS, and BMDP programs to real data emphasizing regression, analysis of variance, discriminant analysis, and factor analysis.

**360 COMBINATORIAL COMPUTING 4 S**

*MAT 175, MAT 164 or ACS 164 or 168 req.*

Listing and ranking algorithms for permutations, recurrence relations, generating functions, graph theory, optimization, Polya's Theorem.

**361 TOPICS IN  
DISCRETE MATHEMATICS 2-4 F,S**

*MAT 175 req. Each topic may be taken once. Formerly MAT 325.*

Study of selected areas of discrete mathematics. Topic 361.02 Game Theory; Topic 361.04 Dynamic Programming. Consult the Class Registration Directory for the topics to be offered and the hours of credit to be earned during any given semester.

**362 LINEAR PROGRAMMING 2-4**

*MAT 175 and a programming language req. Formerly MAT 361.01.*

Modeling and solution of problems using the simplex method. Duality, sensitivity, integer programming. Transportation problems.

**363 GRAPH THEORY 2-4**  
*MAT 175 and a programming language req. Formerly MAT 361.03.*

Introduction to graph theory, connectivity, matching, coloring, network flows with applications to communication reliability, scheduling, and traffic flow problems.

**366 BOOLEAN ALGEBRA AND  
LOGICAL DESIGN 3 F**

*MAT 175 or 220 rec.*

Switching circuits, Boolean algebra as model for propositional calculus, logical design of digital computers, logical programming.

**368 NUMERICAL MATRIX METHODS 3 F**  
*MAT 175 and a programming language req. Formerly  
 MAT 308 MATRIX THEORY.*

Computational theory of matrices, matrix operations, inversion, solution to linear systems, error analysis, eigenvalues and eigenvectors, orthogonal projection, and least squares.

**370 NUMERICAL ANALYSIS 4 S**  
*MAT 175 and a programming language req.*

Interpolation and approximation, error analysis, differentiation, integration, techniques for solving differential equations, root finding. Applications and computational techniques.

**378 MATHEMATICAL MODELING 4 S**  
*MAT 175 req. MAT 340 or 350 rec.*

Applications of mathematical modeling to fields including biology, economics, engineering, political science, psychology, and sociology. Project required.

**390 INDEPENDENT STUDY 1-3 F.S**

## PHILOSOPHY (PHI)

351 Stevenson Hall

**Chairperson:** Kenton Machina.

**Faculty:** Professor: Kennard. Associate Professors: Gorr, Machina. Assistant Professors: Andrade, Deutsch, Gowen, Plumer, Possin, Rosenbaum, Scharf, Siderits, Steinman, Stillwell, Timmons.

## Philosophy Programs

Degrees Offered: B.A., B.S.

The major in Philosophy is designed to provide a liberal arts core around which a student may build a program of courses to suit a wide variety of purposes. The department encourages its students to work with a departmental adviser in selecting a minor, a second major, or a set of connected courses in various fields which will best combine with philosophical study to produce a program meeting their needs. To aid in this process, the department has designed a number of specific four-year curricula which will prepare students for management positions in business and industry, or policy making positions in government, as well as for entry into law school, medical school, dental school, and seminaries. The major in Philosophy may also be used as part of the preparation for graduate school in various fields, such as business administration, computer science, psychology, and philosophy.

### MAJOR IN PHILOSOPHY

— 27 hours in Philosophy.  
 — Required PHI courses by area; Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; Ethics: PHI 232; Epistemology and Metaphysics: PHI 361 and 362; at least two additional courses at the 200 or 300 level with at least one of these elective courses at the 300 level.

Each major works out a coherent program of supporting courses tailored to the student's needs in consultation with a faculty adviser.

### MINOR IN PHILOSOPHY

- 18 hours in Philosophy required.
- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; at least 9 additional hours in PHI.
- Not more than two 100 level courses may count for the minor.

### MINOR IN PHILOSOPHY

#### For Teacher Education

- 21 hours in Philosophy required.
- Required PHI courses by area: Logic: PHI 110 or 210; History of Philosophy: PHI 254 and 255; Ethics: PHI 232 or 240 or 242; Epistemology or Metaphysics: PHI 361 or 362; at least 6 additional hours in PHI with at least one 200 or 300 level course.

**Notes on Philosophy Programs:** Students wishing to minor in Philosophy are requested to inform the department of their intention and are invited to discuss their program with an adviser in the Department of Philosophy.

## Philosophy Courses

Freshmen wishing to select a Philosophy course normally should enroll in a 100 level course. Other students may begin with any 100 or 200 level course. Courses at the 300 level presuppose at least the level of sophistication that the successful completion of one or more lower level courses in Philosophy would demonstrate.

**101 BASIC ISSUES IN PHILOSOPHY 3 US-2 F.S**

An introduction to central philosophical issues, e.g., knowledge, reality, freedom, God, and morality.

**110 THINKING LOGICALLY 3 US-4 F.S**  
*Not for credit if had MAT 103.*

Principles and techniques of correct reasoning and logical thinking.

**120 PHILOSOPHY OF RELIGION 3 US-2 F.S**

Evaluation of the evidence for certain basic religious beliefs concerning the existence of God, the occurrence of miracles, evil, religious experience, faith, and other related topics.

**138 MORAL AND SOCIAL VALUES 3 US-2 F.S**

Examination of current social issues — e.g., abortion, and capital punishment — in light of differing views concerning moral and social principles.

**150 PHILOSOPHY AND THE SCIENCES 3**

An introduction to the structure and historical development of scientific methodology and comparison of this methodology with pseudo-scientific practice.

**203 EXISTENTIALISM 3 S**

Examination of existentialist themes — such as absurdity, authenticity, freedom, meaninglessness, alienation, and subjectivity — and their relevance to 20th century society.

**207 ORIENTAL PHILOSOPHY 3 US-8 F.S**

An examination of the philosophical traditions of the Orient.

**210 SYMBOLIC LOGIC I 3 US-4 F.S**  
*Also offered as MAT 210. 1 yr HS algebra; 1 yr HS geometry.*

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

**212 SYMBOLIC LOGIC II 3 S**  
*MAT/PHI 210 req. Also offered as MAT 212.*

Study of axiomatic systems of various kinds; some set theory; proof theory and meta-theory.

**220 RELIGION, REASON AND FAITH 3**

Examination of the respective roles of reason and faith in religious belief systems. How do we decide which religion — if any — to accept?

**232 ETHICS 3 US-2 F.S**

Examination of major thinkers. Discussion of problems concerning value, obligation, virtue, moral justification and moral standards.

**234 BUSINESS ETHICS 3 US-7 F.S**

*Formerly PHI 139.*

A philosophical examination of selected ethical issues in business practice including discussions of case material, such as personnel management, advertising, labor-management relations, and corporate responsibility.

**239 PHILOSOPHY AND THE ARTS 3 F**

Philosophical analysis of various concepts of interpreting, criticizing, and appreciating art. Consideration of the distinguishing characteristics of art.

**240 POLITICAL PHILOSOPHY 3 US-2 S**

Discussion of traditional and contemporary issues, e.g., human rights, theories of justice, Marxism, civil disobedience, punishment, and the end and limit of government.

**242 PHILOSOPHY OF LAW 3 US-2 F**

*One PHI course or a law-related course rec.*

Evaluation of conflicting views concerning the nature of law, legal obligation, legal rights, and the justification of punishment.

**244 LEGAL ETHICS 3**

*One PHI course or one law-related course rec. Materials charge optional.*

Analysis of ethical issues arising in practice of law, maintenance of legal profession, and social decisions concerning provision of legal services.

**250 PHILOSOPHY OF SCIENCE 3 S**

The nature of scientific theories, methods, reasoning, hypotheses, laws, and explanations.

**253 PHILOSOPHY AND THE BEHAVIORAL SCIENCES 3 F**

Examination of philosophical issues raised by and relevant to the scientific study of human behavior.

**254 ANCIENT AND MEDIEVAL PHILOSOPHY 3 US-2 F**

Classic western philosophical ideas from the earliest times to the 15th century. The pre-Socratics, Socrates, Plato, Aristotle, Augustine, Aquinas, and others.

**255 MODERN PHILOSOPHY 3 US-2 S**  
*Formerly SEVENTEENTH AND EIGHTEENTH CENTURY PHILOSOPHY.*

Classic western philosophical ideas of the 17th and 18th centuries. Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

**298 PROFESSIONAL PRACTICE: INTERNSHIP IN APPLIED PHILOSOPHY 1-12 F.S**

*PHI 110, 232, and 2 additional PHI courses at the 200 or 300 level. 3.0 GPA in PHI courses. Complete dept application procedure. Max 3 hrs. toward PHI maj/min. Cons dept chair.*

Planned, supervised experience in a governmental or community organization providing experience in applying philosophical theory to current social or scientific problems.

**305 TWENTIETH CENTURY PHILOSOPHY 3 F**

*One PHI course.*

Examination of major philosophical movements of the 20th century, focusing on representative figures.

**330 MORAL THEORY 3 S**

*Two PHI courses rec.*

Examination of meaning and justification of value judgments. Problems concerning moral objectivity, the fact-value gap, the possibility of moral knowledge.

**339 TOPICS IN AESTHETICS 3 S**

*Two PHI courses, including at least one 200 level or above or PHI 239. Grad students may enroll without previous PHI courses. May be repeated.*

Philosophical questions about visual, musical, literary and theatre arts. Problems concerning expression, aesthetic experience, representation, the nature of art, and the possibility of objective evaluation of art works.

**350 TOPICS IN THE HISTORY OF PHILOSOPHY 3**

*PHI 254 or 255. May be repeated.*

Intensive examination of some major figure or movement in the history of philosophy, such as Plato, Kant, or British Empiricism.

**361 THEORY OF KNOWLEDGE 3 F**

*Two PHI courses.*

Classic and contemporary theories of knowledge. Problems of meaning, truth, certainty, a priori knowledge, induction, perception, belief, and evidence.

**362 METAPHYSICS 3 S**

*Two PHI courses.*

Classic and contemporary metaphysical theories. Problems of substance, change, universals, time, space, mechanism, teleology, and freedom.

**390 INDEPENDENT STUDY 1-3**

*One PHI course, cons inst and dept chair.*

## PHYSICS (PHY)

311 Moulton Hall

**Chairperson:** Harold J. Born.

**Faculty:** Professors: Born, Crew, Jesse, Schroeder, Young. Associate Professor: Luther. Assistant Professors: Berge, Edwards, Ellingson, Greenseeth, Hassani, Moshir.

## Physics Programs

Degrees Offered: B.S.

The undergraduate program in physics at Illinois State is sufficiently flexible to meet the needs of students with one or more of the following goals: (1) continued education in

one of the allied fields such as astronomy, engineering, meteorology or oceanography; (2) teaching of physics or physical science; (3) industrial or governmental employment (research, development, and engineering); (4) liberal arts background for medicine, the allied health professions; patent law, technical sales, or industrial management; (5) continued study in physics at the graduate level; and (6) education for an increasingly technical society. Students are strongly encouraged to select those courses which are consistent with their goals and should consult with their academic advisers in planning an appropriate program.

### MAJOR IN PHYSICS

- 37 hours in Physics required.
- Required courses: PHY 110, 111, 220, 225, 230, 240, 252, 270 (3 hours); 9 hours of 300-level PHY courses; CHE 140 and 141 (or 150) also required for the major.

### MAJOR IN PHYSICS

#### Teacher Certification Requirements

- 36 hours in Physics required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: PHY 101, 110, 111, 220, 240, 252, 270 (3 hrs), 301 (4 hrs); electives must be chosen from 200 level or above PHY courses; CHE 140 and 141 (or 150) also required for this major.

### MINOR IN PHYSICS

- 23 hours in Physics required.

- Required courses: PHY 110, 111, 252.

### MINOR IN PHYSICS

#### For Teacher Education

- 23 hours in Physics required.

- Required courses: PHY 110, 111, 252, 270 (1 hr).

## Physics Courses

### 100 ENERGY AND ENVIRONMENT 3 US-3 F.S

No science background required.

Scientific and technological aspects of social problems, emphasizing the energy crisis and related issues.

### 101 INTRODUCTION TO ASTRONOMY 3 US-3 F.S

No science background required.

Basic astronomy and recent developments in astronomy, including space travel, stellar evolution and cosmology.

### 102 ASTRONOMY LABORATORY 1

PHY 101 req.

Optional lab to complement and extend concepts developed in PHY 101.

### 103 PHYSICS OF SOUND SYSTEMS 3 S

No science background req. Not for credit PHY maj min.

Wave motion, sound level, electricity, high fidelity stereo amplifiers, amplifier distortion, microphones, loud speakers, disc and tape recording, and room acoustics.

### 105 FUNDAMENTALS OF PHYSICS 4 US-3 F.S

HS Algebra or MAT 107 req. Not for credit if had PHY 108, 110 or equiv. For non-science maj. Lecture and laboratory.

Applications of the principles of physics to everyday living.

### 108 GENERAL PHYSICS I 5 US-3 F.S

2 sem HS Algebra or equiv req. Not for credit if had PHY 110 or equiv. Lecture and laboratory. First sem of a two-sem sequence.

Mechanics, wave motion, sound, heat.

### 109 GENERAL PHYSICS II 5 US-3 F.S

PHY 108 req. Not for credit if had PHY 111 or equiv. Lecture and laboratory. Continuation of PHY 108.

Magnetism, electricity, optics, and radiation.

### 110 PHYSICS I 5 US-3 F.S

MAT 145 req. Not for credit if had PHY 108 or equiv. Lecture and laboratory.

Same as PHY 108 using concepts of calculus.

### 111 PHYSICS II 5 US-3 F.S

PHY 110 and MAT 146 or conc reg. req. Not for credit if had PHY 109 or equiv. Continuation of PHY 110.

### 220 INTERMEDIATE MECHANICS 3 F

PHY 109 or 111 and MAT 147 or conc reg req.

Particle kinematics and dynamics, oscillations, central force motion, rigid body dynamics.

### 225 THERMAL PHYSICS 3 S

PHY 109 or 111 and MAT 147 or conc reg req.

Thermodynamics, kinetic theory and statistical mechanics with applications to physics, chemistry, biology and engineering.

### 230 OPTICAL PHYSICS 3 S

PHY 109 or 111 and MAT 147 or conc reg req.

Optical systems, wave motion, interference and diffraction, electromagnetic waves.

### 240 INTERMEDIATE ELECTRICITY AND MAGNETISM 3 F

PHY 109 or 111 and MAT 147 or conc reg req.

Electrostatics, electric and magnetic fields, AC and DC circuits, Maxwell's equations.

### 252 MODERN PHYSICS 3 F

PHY 109 or 111 and MAT 147 or conc reg req.

Atomic and molecular physics; introduction to relativity, quantum theory and solid state physics.

### 270 EXPERIMENTAL PHYSICS 1-2 F.S

Six hours of 200-level PHY theory courses req. May be repeated. Max 4 hrs.

Use of precision instruments and performance of fundamental experiments.

### 290 RESEARCH IN PHYSICS 1-3 F.S

20 hrs PHY req. May be repeated. Max 3 hrs. 3 hrs conference, laboratory or library research per week for each hr of credit.

Development of better understanding of significance of research in physics through study of a research problem.

### 301 PROBLEMS IN THE TEACHING OF HIGH SCHOOL PHYSICS 3-4 F.S

16 hrs in PHY and C&I 200 (6 hrs) or 200.03 (grade of C or better req.) or 215 (2 hrs) or conc reg. req. Admission to Teacher Education req. For teaching majors only. Includes observation and clinical experiences for 4 hours credit.

Modern methods and problems confronting teachers of high school physics.

### 315 ASTROPHYSICS 3 S

PHY 225 and 230 req.

Planetary and stellar astronomy; structure and evolution of stars and galaxies; cosmology.

**320 MECHANICS 3 S***PHY 220 and MAT 340 req.*

Transformations of coordinate systems; oscillations; calculus of variations; Lagrangian and Hamiltonian dynamics; rigid body dynamics.

**340 ELECTRICITY AND MAGNETISM 3 S***PHY 240 and MAT 340 req.*

Boundary value problems in electro and magnetostatics; Maxwell's equations; electromagnetic waves and radiation.

**355 MOLECULAR AND SOLID STATE PHYSICS 3 S***PHY 252, 225 req.*

Introduction to the spatial, dynamic and electric properties of condensed matter.

**360 NUCLEAR PHYSICS 3 S***PHY 252 req. Graduate credit available only if approved by student's maj dept prior to enrollment.*

Basic nuclear properties; radioactivity; low energy nuclear reactions; interaction of particles and radiation with matter; nuclear models.

**375 ELECTRONICS FOR SCIENTISTS 3 S***PHY 109 or equiv.*

The operation and design of electronic circuits and electronic instruments.

**382 RELATIVITY 3 F***PHY 252 req. Earned grades of A or B in PHY 220 and 240 req.*

Relativistic mechanics, optics and electrodynamics. Tensors and introduction to general relativity including the Schwarzschild solution and gravitational waves.

**384 QUANTUM MECHANICS 3 F***PHY 240, 252, and MAT 340 req.*

Mathematical formulation of quantum theory and applications to simple systems.

**385 ATOMIC PHYSICS 3 S***PHY 384 and cons instr req.*

Application of quantum theory to atomic systems including angular momentum theory, atomic structure and atomic transitions.

**387 METHODS OF MATHEMATICAL PHYSICS 3 S***PHY 240 and MAT 340 or conc reg req.*

Vector calculus; partial differential equations of science and engineering; Fourier series and integrals; complex variables.

**388 PHYSICS AND COMPUTERS 3 F***MAT 146, 164 (FORTRAN), PHY 109 or 111 req.*

Solution of physics problems by computer. Problems include electric circuits, classical and quantum waves, Monte Carlo techniques, data analysis.

## POLITICAL SCIENCE (POS)

**306 Schroeder Hall**

**Chairperson:** Hibbert R. Roberts.

**Faculty:** Professors: Kohn, Monroe, H. Roberts, Verner, Zeidenstein. Associate Professors: Eimermann, Elder, Gordon, Gueguen, Hunt, Kiser, Mead, Nassar, Payne, Pope, Wilson. Assistant Professors: Bradley, Klass, F. Roberts.

## Political Science Programs

Degrees Offered: B.A., B.S.

The Political Science program provides students with a broad liberal education and at the same time offers opportunities to begin a specialized concentration in one area of the discipline such as public service or global studies. The study of political science leads into a number of careers in areas such as law and paralegal services; local, state, and federal government; international public and private organizations; teaching and research; business; and various public services. Career information, including information about career-related courses offered by other departments, is available from the department's undergraduate and pre-law advisers. Teacher education students majoring in Political Science fulfill professional education requirements through the social science program.

### MAJOR IN POLITICAL SCIENCE

— 33 hours in Political Science.

— Required courses: POS 105, 209, at least two 300-level POS courses, and at least 3 hours in 5 of the 6 areas of (1) Political Philosophy, Theory, and Methodology, (2) American Politics, (3) Comparative Politics, (4) International Relations, (5) Public Law, and (6) Public Administration. POS 105 and 209 are required, but do not count toward the area requirements.

### MAJOR IN SOCIAL SCIENCES

The Major in Social Sciences is administered in the Department of History in cooperation with the departments of Political Science; Economics; and Sociology, Anthropology, and Social Work. For further information see Social Sciences Programs.

### MINOR IN POLITICAL SCIENCE

— 18 hours in Political Science required.

— Required courses: POS 105 and 209. The POS 209 requirement may be waived for minors who have completed an equivalent research methods course in another department. Students should consult department adviser to determine what courses satisfy this waiver.

### MINOR IN POLITICAL SCIENCE

#### For Teacher Education

— Program requirements are the same as those listed for the Minor in Political Science.

**Honors in Political Science:** Students majoring or minoring in Political Science may be admitted to the departmental honors program if they have: 1. completed at least 30 semester hours of college or university level courses, including at least two political science courses; 2. a minimum of three semesters remaining before graduation; 3. a cumulative grade point average of 3.3; 4. two letters of recommendation submitted from faculty members to the department chairperson and 5. admission approval from the departmental honors committee.

In order to graduate with Honors in Political Science a student must complete: 1. all regular requirements for the Political Science major; 2. 3 hours of in-course honors; 3. 3 hours in POS 389: Honors Seminar; and 4. 3 hours of POS 299: Independent Honors Study.

Any student admitted to the University Honors program may earn honors credit by completing the honors requirements of either a designated honors course or of a course offering an in-course honors option.

## Legal Studies Program

The Legal Studies program offers an interdisciplinary curriculum designed to provide knowledge and skills related to various types of paralegal careers. This program may not be appropriate for pre-law students. While a major is not offered, interested students should consult the Legal Studies Coordinator about the possibility of an individualized major under the General Studies Program. Students wishing to minor in Legal Studies must petition for admission to the Coordinator of Legal Studies following the completion of 30 semester hours of coursework. For further information, contact Dr. Thomas Eimermann, Coordinator of Legal Studies, 371 Schroeder Hall.

### MINOR IN LEGAL STUDIES

- 24 hours required.
- Required courses (9 hours): FAL 208; POS 215, 281.
- 12 hours (from among the following Legal Specialization Courses): FAL 260\*, POS 216, 314, 316, 317, 319, 320, 322, 398.20 (Max. 3 hrs of professional practice towards this 12 hour req.).
- Elective (3 hours): ACC 233, 334; CJS 206, 301, 304, 305; ENG 248; FAL 211, 311; POS 318, 325, 326, 327, 398.20.

\*Specially designated section.

## Political Science Courses

In meeting program requirements in Political Science, the student should note that the courses are contained in areas, as follows:

1. Political Philosophy, Theory, and Methodology, 262, 263, 264, 265, 266, 313, 362, 364, 368.
2. American Politics: 211, 213, 215, 217, 220, 221, 222, 223, 224, 310, 312, 323.
3. Comparative Politics: 141, 145, 241, 242, 244, 245, 246, 247, 306, 345, 347.
4. International Relations: 151, 251, 252, 253, 254, 293, 344, 351, 354, 356.
5. Public Law: 281, 317, 318, 325, 326, 327, 328, 398.20.
6. Public Administration: 231, 232, 329, 330, 331, 332, 398.01.

Political Science courses not listed under an area count as electives toward the major and minor credit hours requirement. Students should consult the department adviser to learn which selected studies (189, 289, 389) courses may satisfy area requirements.

### 105 AMERICAN GOVERNMENT AND POLITICS 3 US-5 F.S

Surveys the entire U.S. political process, concentrating on the national level. Includes constitutional structure, patterns of behavior, and policy making institutions.

### 141 COMPARATIVE EUROPEAN GOVERNMENT 3 US-5 F.S

Structure, function, and political processes of European governments. Emphasis on Britain, Soviet Union, France, and West Germany.

### 145 INTRODUCTION TO NON-WESTERN POLITICS 3 US-8 F.S

An introductory examination of the politics of non-western countries and their significance to the United States and the global system.

### 151 INTRODUCTION TO INTERNATIONAL RELATIONS 3 US-5 F.S

Emphasizes understanding the behavior and characteristics of nation-states and issues affecting their relations with each other.

### 209 INTRODUCTION TO POLITICAL INQUIRY 3

POS 105 rec. Formerly POS 109.

Major issues, systematic approaches, and research techniques involved in the study of politics.

### 211 AMERICAN POLITICAL PARTIES 3

A contemporary description and appraisal of four elements of parties: organization, voters, parties in elections, and parties in government.

### 213 CONGRESSIONAL POLITICS 3

Major congressional institutions and proposals for their reform, primarily through play of classroom game-simulations.

### 215 AMERICAN JUDICIAL PROCESS 3

Introduction to the major elements of the judicial system: police, lawyers, juries, and judges. Concentrates on organization and behavior. (A Legal Studies required course.)

### 217 AMERICAN PRESIDENCY 3

The presidency is examined pre-eminently as an office of political influence, decision-making, and policy implementation.

### 220 CAMPAIGN POLITICS 3

Consideration of campaign planning, management, and activities through reading, discussion, and supervised student campaign participation. Ordinarily scheduled to coincide with primary and general election years.

### 221 AMERICAN STATE AND LOCAL GOVERNMENT 3

Structures and functions of state and local governments. Includes discussion of comparative state and local politics and policy outputs.

### 222 URBAN POLITICS AND PROBLEMS 3

A systems analysis of the processes and interactions of the environmental, social, economic, and power components of urban political systems.

### 223 BLACK POLITICS 3

A wide-ranging examination of the political activities of Black Americans, with emphasis on the present. Topics include interest group activities, voting and elections, confrontation, leadership, ideology formation, and government policy.

### 224 INTEREST GROUP POLITICS 3

Investigation of interest group membership, organization, and lobbying activities within the context of the competing theories of group influence.

### 231 PUBLIC ADMINISTRATION 3

Mission, structure, function, politics, and public policy development of public administration, including parameters of public finance and personnel.

### 232 POLITICS AND PUBLIC POLICY 3 US-5

Introduction to the political processes of public policy formation, including theories, and an analysis and evaluation of selected policy areas.

### 241 BRITISH GOVERNMENT 3

Intensive study of the structure and process of the government of Britain and its political process.

F.S

**242 SOVIET GOVERNMENT AND POLITICS 3**

A study of how the Soviet system works—its strengths, weaknesses and prospects. Both Soviet and western perspectives are discussed.

**244 POLITICS OF DEVELOPING AREAS 3**

Analysis of the political systems of newly industrializing societies — primarily of Asia, but also of Latin America and Africa.

**245 REVOLUTIONARY LEADERSHIP 3**

*May be repeated if content different.*

Investigation of the role of revolutionary leaders in the independence movements and political development of emerging nations.

**246 AFRICAN POLITICS 3 US-8**

Comparative analysis of African political systems, including such contemporary problems as the politics of race, nation building, and economic development.

**247 POLITICS OF THE MIDDLE EAST 3 US-8**

Comparative analysis of the political systems of selected Middle Eastern states and of region-wide issues including nationalism, revolution and conflicts.

**251 INTERNATIONAL RELATIONS 3**

Presentation of various approaches employed to study international politics, and an analysis of problems and prospects of the contemporary world.

**252 INTERNATIONAL ORGANIZATIONS 3**

*Cons Inst.*

Introduction to the role of international organizations in world affairs. Preparation for MUN.

**254 GLOBAL ISSUES 3 US-5**

Study of transnational political interactions and behavior of global actors and their impact upon crucial socio-economic, technological and cultural issues.

**262 MODERN POLITICAL PHILOSOPHY 3**

Introduction to political philosophy emphasizing the methods and theories of selected European thinkers from Machiavelli through Marx.

**263 COMMUNIST POLITICAL THOUGHT 3**

A critical analysis of Marxist theory, its origins, development, and ideological significance.

**264 PERSONALITY AND POLITICS 3**

Introductory consideration of psychological factors useful for the analysis of political behavior.

**265 TOPICS IN AMERICAN POLITICAL THOUGHT 3**

*May be repeated if content different.*

Analysis and evaluation of major writings that proceed from or comment upon the American political experience.

**266 AMERICAN LEGAL THEORY AND ITS BACKGROUND 3**

A theoretical overview of the legal component of political science with particular reference to policies and institutions in the American political system.

**306 REGIONAL AND AREA STUDIES 1-9**

*Cons inst usually given cooperatively with other departments.*

Intensive study of particular lands, environments, cultures, and peoples.

**310 VOTING AND ELECTIONS 3**

Intensive investigation of U.S. voting behavior and electoral process; includes instruction in analysis techniques.

**312 PUBLIC OPINION 3**

*POS 105 or SAS 106 rec.*

Includes attention to social and psychological bases of public opinion, current trends, methods of measurement, and opinion-policy linkages.

**313 COLLECTIVE DECISION-MAKING 3**

Game theory approach to decision-making in large groups, including legislatures, unions, oligopolies, bureaucratic organizations, and international negotiations.

**318 ADMINISTRATIVE LAW 3**

An overview of administrative law topics such as legislative, executive, and judicial control of administrative actions, public and private access to information, the administrative hearing process and other due process concerns. (A Legal Studies specialization course.)

**323 STATE POLITICAL SYSTEMS 3**

F

Exploration of the nature of state politics through comparison, contrast, and synthesis of micropolitical and macropolitical research in state politics.

**325 CONSTITUTIONAL LAW: FUNCTIONS AND POWERS 3**

*Formerly POS 315.*

Major Supreme Court decisions on federalism, separation of powers, taxation, commerce, voting, and citizenship. (A Legal Studies elective course.)

**326 CONSTITUTIONAL LAW: DUE PROCESS RIGHTS 3**

*Not for credit if had former POS 316.*

An examination of major Supreme Court decisions involving both procedural and substantive due process rights. (A Legal Studies elective course.)

**327 CONSTITUTIONAL LAW: EQUALITY AND FREE EXPRESSION 3**

*Not for credit if had former POS 316.*

An examination of major Supreme Court decisions involving discrimination, and freedom of speech, press, assembly, and religion. (A Legal Studies elective course.)

**328 JUDICIAL BEHAVIOR 3**

S

*POS 215 or cons inst req.*

Theoretic and analytic approaches to the study of judicial decision-making at the federal, state, and local levels.

**329 INTERGOVERNMENTAL RELATIONS 3**

Federalism in theory and practice, focusing on U.S. politics and policy in intergovernmental contexts; recent initiatives and current problems.

**330 PROBLEMS OF PUBLIC ADMINISTRATION 3**

*May be repeated if content different.*

Varied approaches to problems relevant to public policy, organization development, management, staff, or personnel concerns, and applied behavioral techniques.

**331 PUBLIC PERSONNEL ADMINISTRATION 3**

The personnel process in American bureaucracy; matching the individual and the job; employer-employee relations; employee motivation; problems and prospects.

**332 PUBLIC POLICY ANALYSIS 3**

*May be repeated if content different.*

Comparative policy research; an assessment of factors affecting policy formation and approach to evaluation of consequences of specific domestic public programs.

**344 TOPICS IN GLOBAL STUDIES 3**

*May be repeated if content different.*

To provide an intensive review and analysis of critical global problems and strategies for dealing with them.

**345 ASIAN POLITICS 3**

*May be repeated if content different.*

Comparative studies in the government and politics of selected Asian nations.

**347 LATIN AMERICAN POLITICS 3 US-8**

*May be repeated if content different.*

Politics of development and regional integration in South and Central America, using selected countries as examples.

**351 INTERNATIONAL LAW 3**

Political nature, legal principles, and juridical procedures and cases of contemporary international law.

**354 SOVIET FOREIGN POLICY 3**

A study of the strengths and weaknesses of Soviet foreign policy. Focuses on the foreign policy decision-making system, on intentions and capabilities.

**356 AMERICAN FOREIGN POLICY 3**

An analysis of the formulation, implementation, and content of American foreign policy.

**362 CLASSICAL POLITICAL PHILOSOPHY 3**

*May be repeated if content different.*

Introduction to the origin and development of inquiry about human life in political association with particular reference to ancient and medieval philosophers from Socrates through Dante.

**364 CONTEMPORARY POLITICAL THOUGHT 3**

Survey of major political theories between the end of the 19th century (since Marx) and the present.

**368 TECHNOLOGY AND POLITICS 3**

Exploration of the implications of modern technology and techniques on political society.

**398.01 PROFESSIONAL PRACTICE:****PUBLIC SERVICE INTERNSHIP 1-16****F.S**

*Max 6 hrs POS maj; max 3 hrs POS min. Complete dept internship application procedure. Formerly POS 390.*

Planned, supervised experience in a governmental or community organization, providing on-the-job training and introduction to public service careers.

these courses may not be counted for credit toward a POS major or minor.

**216 INTRODUCTION TO TORTS 3 S**

*Not for credit POS maj min.*

An introduction to the fundamental concepts of tort law. Topics include intentional and unintentional wrongs, varieties of liability and courses of action.

**281 INTRODUCTION TO PARALEGALISM 3**

*Cons inst. Formerly POS 381.*

An introduction of the role of paralegals in the legal system with an emphasis on the development of legal research skills.

**314 INVESTIGATIVE TECHNIQUES 3**

*POS 216. Not for credit POS maj min. Undergrad credit only.*

An analysis of techniques for the gathering and preparation of evidence for use in legal disputes.

**316 ADVANCED LEGAL RESEARCH 3**

*POS 281 req.*

A comprehensive study of legal resource materials and research strategies with emphasis on developing legal writing skills.

**317 POVERTY LAW 3**

*Undergrad. credit only.*

An examination of political and legal responses to the problems of the poor. Major legal innovations in landlord-tenant, consumer, and welfare rights are studied.

**319 PROBATE LAW 3**

*Not for credit POS maj min. Undergrad credit only. Materials charge optional.*

An introduction to the fundamentals of probate law with emphasis on tasks which can be performed by paralegals.

**320 CIVIL TRIAL AND APPELLATE PRACTICE 3**

*POS 281. Not for credit POS maj min. Undergrad credit only.*

An analysis of the stages of a civil law suit from filing to judgment and appellate review. Special attention will be paid to those functions which can be performed by paralegals.

**322 DOMESTIC RELATIONS LAW 3**

*Not for credit POS maj min. Undergrad credit only.*

An overview of the laws and procedures governing legal aspects of marriage and child custody. Emphasis is placed on tasks which can be performed by paralegals.

**398.20 PROFESSIONAL PRACTICE:****PARALEGAL INTERNSHIP 1-16****F.S**

*POS 281. Max 6 hrs POS maj; Max 3 hrs POS min. Complete dept internship application procedure. Formerly POS 391.*

Internship provides work experience involving paralegal skills.

**PSYCHOLOGY (PSY)****435 DeGarmo Hall**

**Chairperson:** Larry Alferink.

**Faculty:** Professors: Berk, Cashen, Crist, Friedhoff, Gamsky, Gnagay, Hogan, Johnson, Lamb, Lemke, Lewis, Ramseyer, Redding, Vernon. Associate Professors: Alferink, R. Bergner, Carrington, Chesebro, Goebel, Goldstein, Graybill, Grupe, Hardwick, Harris, House, Leicht, Moore, Reedier, Rumery, Schmaltz, Swerdlik, Volle, Williams. Assistant

**Legal Studies Courses**

The following courses are designed for the Legal Studies program. Except for POS 281, 316, 317, and 398.20,

Professors: Baum, L. Bergner, Binning, Fletcher, Hutter, Jarvis, Pfost, Presser, Stevens, Waimon.

## Psychology Programs

Degrees Offered: B.A., B.S.

### MAJOR IN PSYCHOLOGY

- 36 hours in Psychology required.
- Required courses: PSY 111, 231, 240, 331, 392.
- All majors are required to take four of the following courses: PSY 301 or 302 or 303; (only one can fulfill requirement); 320, 334, 350, 360, 361, 363, 364, 365. Not more than 12 hours of 100 level PSY courses, or courses transferred from community colleges, may count toward the major.
- Students who major in Psychology must complete the following courses or equivalents: ENG 101, 145; MAT 110 and 145; or MAT 120 and 121, or MAT 110 and PSY 345, or MAT 120 and PSY 345; two laboratory classes in BSC, CHE, or PHY, and at least one course from PHI 101, 110, 232, 250, 253.

**Concentrations:** The department has delineated various concentrations that can be useful in planning the total academic program at Illinois State. Although not prescribed or required, the advisement plans for the concentrations are useful for students who have some idea which careers they wish to pursue after graduation. The areas of concentration are: General (an area designed for students who wish to enroll in courses representing a broader range of content), Social Service, Business and Industrial, Graduate (designed for students anticipating graduate study in Psychology). Majors should seek more information about the concentrations from the department academic advisers.

### MINOR IN PSYCHOLOGY

- 21 hours in Psychology required.
- Required courses: PSY 111, 231, 232.
- Plan a program of study in consultation with an advisor in the Psychology department.

### MINOR IN PSYCHOLOGY

#### For Teacher Education

- Program requirements are the same as those listed for the Minor in Psychology.

**Honors in Psychology:** The department offers honors work for superior students majoring in Psychology. In order to qualify the student must have achieved senior standing at the University, have achieved a university GPA of 3.30 or better and have a GPA of 3.50 or better in PSY course work. Finally, the student must complete a senior thesis (worth at least 3 semester hours credit and registered for PSY 299-Independent Honors Study) which reflects substantial research and quality of thought. The student completing the program may choose to present the thesis at an Honors Colloquium.

## Psychology Courses

### 111 GENERAL PSYCHOLOGY 3 US-5 F.S

*Students may be expected to participate in experiments.*

Introduction to the discipline of psychology as the scientific study of behavior with emphasis on general principles.

### 112 CHILD AND ADOLESCENT DEVELOPMENT 3 US-5 F.S

*PSY 111 req. Not for credit maj or if had PSY 301, 302 or C&I 210.*

Physical, social, emotional and mental development of the child from conception through adolescence.

### 123 HUMAN SEXUALITY 3 F.S

*SAS 106 or PSY 111 req. Not for credit if had SAS 123.*

Basic psychological, socio-cultural, and physiological elements of human sexuality.

### 131 SOCIAL PSYCHOLOGY 3 US-5 F.S

*PSY 111 or SAS 106 req. Not for credit if had SAS 131.*

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

### 215 EDUCATIONAL PSYCHOLOGY 3 F.S

*PSY 111 req. Designed for prospective high school teachers. Incl Clin Exp.*

Application of psychology to education covering human learning in school setting; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

### 220 APPLIED HUMAN RELATIONS 3 F.S

*PSY 111. Not for credit maj.*

Survey of applications of psychological knowledge in the area of human and interpersonal relations. Focus on applying psychological principles in the workplace.

### 230 BUSINESS AND INDUSTRIAL PSYCHOLOGY 3 F.S

*PSY 111 req.*

Behavioral factors related to business and industry. Personnel practices, individual-group interaction, leadership and morale, fatigue and safety and consumer behavior.

### 231 EXPERIMENTAL PSYCHOLOGY 3 F.S

*PSY 111 req.*

Philosophy of science and inquiry with emphasis on experimental methodology and some application of principles through laboratory experimentation and demonstration.

### 232 PERSONALITY 3 US-5 F.S

*PSY 111 req.*

Representative personality theories and how they interact in today's society with normal and pathological patterns and the modification of these patterns.

### 234 INTRODUCTION TO PSYCHOLOGICAL TESTING 3 F.S

*PSY 111 req; not for cr maj.*

Survey of psychological tests and testing principles with applications to the Special Education classrooms.

### 240 STATISTICS I 3 F.S

*PSY 111 or SAS 106 req. Not for credit if had SAS 240 or 340.*

Application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

### 247 CHARACTERISTICS OF LD/BD/EMH IN CHILDREN AND ADOLESCENTS 3 F.S

*PSY 111 req. No credit if had PSY 347.*

Definitions and classification systems for LD, BD, and EMH children and adolescents; labeling; theories of etiology; prevalence; educational and psychological characteristics of the three populations.

### 290 SPECIAL PROJECTS 1-3 F.S

*Cons dept chair and inst.*

Majors in psychology can pursue areas of special interest

independently and/or work on special projects. Community as well as University facilities are available.

**301 DEVELOPMENTAL PSYCHOLOGY OF CHILDHOOD 3 F.S**  
*PSY 111 req.*

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

**302 DEVELOPMENTAL PSYCHOLOGY OF ADOLESCENCE 3 F.S**  
*PSY 111 req.*

Motor, cognitive, and emotional development and personality growth of the adolescent.

**303 ADULT DEVELOPMENT AND AGING 3 F.S**  
*PSY 111 req.*

A study of physical, cognitive, and personality development during adulthood, with emphasis on theories, empirical data, research methods, and current issues.

**304 GERONTOLOGICAL PSYCHOLOGY 3 S**  
*PSY 111 req.*

Psychological aspects of developmental transformations occurring during later adulthood. Application of psychology to problems of aging.

**305 PSYCHOLOGY OF WOMEN 3 F.S**  
*PSY 111 req.*

An examination of psychological research to place in scientific perspective the etiology and behavioral consequences of female and male-oriented attitudes.

**320 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 F.S**  
*12 hrs of PSY req.*

Historical antecedents of modern psychology, beginning with Aristotle. Examination of modern psychology from a systematic point of view.

**331 STUDIES IN EXPERIMENTAL PSYCHOLOGY 3 F.S**  
*PSY 231, 240, or cons inst req. May be repeated if content different.*

Individualized research course focusing on particular content areas. Sections concentrate in different areas.

**333 PRINCIPLES OF BEHAVIOR MODIFICATION 3 F.S**  
*PSY 111 req.*

Principles of behavior modification with an emphasis upon their use in a variety of educational and clinical settings.

**334 PSYCHOLOGICAL MEASUREMENT 3 F.S**  
*PSY 111 req.*

Selection, evaluation, and interpretation of psychological tests, with emphasis on basic theory. Tests are considered as indicators of constructs in specific decision situations.

**341 STATISTICS II 3 F.S**  
*PSY 240 req. Formerly PSY 440.*

Logic of statistical inference; interval estimation, complex hypothesis testing, and non-parametric techniques. Applications in behavioral sciences.

**345 COMPUTER APPLICATIONS IN PSYCHOLOGY 3 F.S**  
*PSY 240 req.*

Application of computer technology to psychology. Special emphasis is placed on the use of computer statistical packages to analyze psychological data.

**346 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 F.S**  
*PSY 112 or 232 or 301 or 302 or C&I 210 or cons inst req.*

A study of the socio-psychological factors influencing the exceptional child's cognitive and affective development with implications for those working with exceptional children.

**347 BEHAVIOR DISORDERS IN CHILDREN 3 F.S**  
*PSY 111 req.*

Medical, psychological, sociological aspects of behavioral disorders of children.

**350 PSYCHOPATHOLOGY 3 F.S**  
*PSY 111 req.*

Behavior disorders; neuroses, psychoses, character disorders, mental deficiencies, and other psychopathological conditions.

**352 HUMAN ABILITIES 3 F**  
*PSY 334 req.*

Nature, assessment and organization of human abilities. Empirical and theoretical analysis of genetic and environmental factors in development of abilities.

**360 LEARNING 3 F.S**  
*PSY 111 req.*

Experimental data bearing on the problem of learning; learning theory; learning data and theory in relation to applied problems.

**361 PERCEPTION 3 F.S**  
*9 hrs of PSY or cons inst req.*

Cognitive processes and their relationship to other processes. Relationship of sensation, attention, and memory to perception and factors influencing perception.

**363 PHYSIOLOGICAL PSYCHOLOGY 3 F.S**  
*9 hrs of PSY and BSC 100 or cons inst req.*

Neurophysiological and biochemical substrates of behavioral processes including sensori-motor, perceptual, motivational, emotional and intellective behaviors.

**364 MOTIVATION 3 F.S**  
*9 hours of PSY or cons inst req.*

Evolution of basic concepts leading to contemporary explanation of determinants of action with application to vocational, social and educational areas.

**365 DYNAMICS OF SOCIAL BEHAVIOR 3 F.S**  
*PSY 131 req.*

An overview of the explanations for various aspects of social behavior, e.g., interaction, attitudes, person perception, etc.

**375 PERSONNEL PSYCHOLOGY 3 F.S**  
*PSY 230 or 334 or cons inst req.*

Procedures and methods used to match individual skills and abilities to the requirements of specific jobs; emphasis is on personnel selection.

**376 ORGANIZATIONAL PSYCHOLOGY 3 F.S**  
*PSY 230 or cons inst req. Not for credit if had BUA or MAM 221 or 421.*

Research methods and results concerning social psychology of work organizations. Descriptions of practices of organizational psychology.

**392 SENIOR SEMINAR 3 F.S**  
*Sr. standing, PSY maj min only. Not for grad credit.  
Formerly PSY 292.*

Detailed study of specific areas within the discipline.

# SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK (SAS)

338 Schroeder Hall

**Chairperson:** Robert H. Walsh.

**Faculty:** Sociology: Professors: P. Baker, Grupp, Leonard, Pohlmann, Schmitt, Thomas, Walsh. Associate Professors: Eaton, C. Griffin, Heyl, Lee, Pocs, Stivers, Tolone, Treadway. Assistant Professor: Rau. Anthropology: Professors: Jelks, Reyman. Associate Professors: Dirks, Nickels. Assistant Professor: Gillespie. Social Work: Professor: Pratt, Associate Professor: Cunningham. Assistant Professors: D. Baker, Campbell, Hodges, Holland, Howard, Smith.

## Sociology Programs

Degrees Offered: B.A., B.S.

**Concentrations:** The Sociology program has identified several departmental concentrations that can be useful in planning the student's academic program. Although concentrations are not required; they are useful for students who have specific career objectives. The concentrations are: **Graduate**, for students anticipating graduate work in Sociology, **General**, for students interested in a broad range of sociology topics, and **Applied**, for students interested in such areas as Gerontology, Community - Population, Sexuality - Family, Deviant Behavior, and Interpersonal Relations/Social Psychology. For further information, contact the sociology program academic adviser.

### MAJOR IN SOCIOLOGY

- 30 hours in Sociology required and 18 hours in related fields.
- Required courses: SAS 106, 240, 270, 271, and electives to complete 30 hours; at least 18 additional hours in the social-behavioral sciences of anthropology, history, economics, political science, and psychology, with at least 3 hours in anthropology, economics, and psychology and not more than 6 hours in any one field counted toward the 18 hour requirement. No Anthropology or Social Work course may be counted toward the 30 hours in Sociology required for the major.

### MAJOR IN SOCIAL SCIENCES

The Major in Social Sciences is administered in the Department of History in cooperation with the departments of Sociology, Anthropology, and Social Work; Economics; and Political Science. For further information see Social Sciences Programs.

### MINOR IN SOCIOLOGY

- 18 hours in Sociology required.
- Required course: SAS 106. No Anthropology or Social Work course may be counted toward the 18 hours in Sociology required for the minor.

### MINOR IN SOCIOLOGY

#### For Teacher Education

- Program requirements are the same as those listed for the Minor in Sociology.

## Anthropology Programs

Degrees Offered: B.A., B.S.

### MAJOR IN ANTHROPOLOGY

- Minimum of 33 and maximum of 45 hours in Anthropology required.
- Required courses (24 hours): SAS 180, 181, 182, 274, 281, 285, 286, 380.
- Electives (9 hours) selected from other Anthropology courses.

Students will be advised in individual consultation to take a number of supporting courses in cognate disciplines. The program in cognates may emphasize either the social sciences or the natural sciences, reflecting the student's primary interest in physical anthropology, biological anthropology, or archeology. No Sociology or Social Work course may be counted toward the 30 hours in Anthropology required for the major.

### MAJOR IN SOCIAL SCIENCES

See description listed under Sociology Programs.

### MINOR IN ANTHROPOLOGY

- 18 hours in Anthropology required.
- Required courses: SAS 180 or 184, 181, 182. Additional Anthropology electives will be recommended on an individual basis. No Sociology or Social Work course may be counted toward the 18 hours in Anthropology required for the minor.

### MINOR IN ANTHROPOLOGY

#### For Teacher Education

- Program requirements are the same as those listed for the Minor in Anthropology.

## Social Work Program

Degrees Offered: B.A., B.S.

### COMPREHENSIVE SOCIAL WORK MAJOR

Total of 53 hours required, including 21 hours in Foundation courses and 32 hours in Core courses in Social Work.

- 21 hours required in Social Work Foundation courses: SAS 131, 240, 261, 264, 271, 332, PSY 232.
  - 32 hours required in Social Work Core courses: SAS 221, 222, 223, 325, 335, 368, 378, 391.
  - PSY 111 must be taken as a University Studies course or general elective.
- Suggested electives include BSC 100; CJS 101; C&I 312; PHI 138; POS 105, 215, 264; PSY 112, 301, 302; SAS 106, 107, 180, 260, 262, 263, 272, 282, 323, 342, 366, 370; SED 109; or other relevant courses selected in consultation with the student's Social Work adviser.

**Admission to the Social Work Program:** Students may declare a major in Social Work upon admission to the University or any time prior to completing forty-five hours. In order to be accepted into the Social Work Program, students are required to make formal application to the Social Work Program, and are also required to make formal application to the Social Work Director during the semester in which the student completes his/her 45th semester hour. To be accepted into the program, the student must have satisfied the following requirements:

1. Forty-five hours with at least a 2.5 overall grade point average.
2. SAS 221 with a C or better.
3. At least 100 clock hours of volunteer or paid work experience in a social welfare agency within two years of admission to the program.

Exemptions from the grade point requirement may be made for students who demonstrate potential for academic success in social work. Exceptions are granted upon the recommendations of the Social Work Admission Committee and the Director of the Social Work Program. Students with a 2.25 GPA may be accepted if they have earned at least a C in English 101. If they have earned less than a C in English 101, they must earn at least a C in either English 145 or Business 215 before being admitted into the program.

### **MAJOR IN SOCIAL SCIENCES**

See description listed under Sociology Programs.

### **MINOR IN GERONTOLOGY**

**Interdisciplinary Minor, Further Information:** Contact David Eaton, Gerontology Coordinator, Department of Sociology, Anthropology, and Social Work.

— 24 credits required.

— Required courses (12 hours): SAS 211, PSY 304 (Gerontological Psychology), HPR/HEC/HSC 394, and BSC 289.03 (Biology of Aging).

— Electives (12 hours) approved by the Gerontology Committee. Students without direct work or extensive volunteer experience with older persons will be advised to register for approved Professional Practice (398, 3-6 credits) as a part of the elective requirement. Other electives include but are not limited to: HPR 274, PAS 389.07, 1 Hour (Speech Disorders Associated with Aging), PAS 389.08, 1 Hour (Hearing Disorders Associated with Aging), SAS 210, 212, 289.02 (Social Services for Elderly).

## **Sociology Courses**

### **106 INTRODUCTION TO SOCIOLOGY 3 US-5 F.S**

Structure and dynamics of human society. Concepts of culture, socialization, stratification, collective behavior, family, minority relations, population, crime.

### **107 SOCIAL PROBLEMS 3 US-5 F.S**

*SAS 106 rec.*

The nature, social definition, and interrelationship of social problems. Selected topics may include aspects of societal problems and deviant behavior.

### **123 HUMAN SEXUALITY 3 F.S**

*SAS 106 or PSY 111 rec. Not for credit if had PSY 123.*

Basic psychological, socio-cultural, and physiological elements of human sexuality.

### **131 SOCIAL PSYCHOLOGY 3 US-5 F.S**

*SAS 106 or PSY 111 rec. Not for credit if had PSY 131.*

The scientific study, from a sociological perspective, of the attitudes and behavior of individuals in the group setting and interaction between individuals and groups.

### **210 SOCIOLOGY OF HEALTH AND MEDICINE 3 S**

*SAS 106 rec.*

Analysis of social roles related to disease and illness; social aspects of distribution of disease; societal response in health professions and the organization of medicine.

### **211 SOCIAL GERONTOLOGY 3 F.S**

*SAS 106 or PSY 111 rec.*

Process and consequences of aging; interplay between social and social-psychological forces and the aged population in society.

### **212 SOCIOLOGY OF DEATH 3 S**

*SAS 106 or PSY 111 rec.*

Complexities of death-related behavior in modern societies; sociological and social-psychological viewpoints; theoretical and pragmatic implications.

### **240 SOCIAL STATISTICS 3 F.S**

*SAS 106 rec. Not for credit if had PSY 240 or 340 or C&I 340.*

Application and interpretation of basic descriptive and inferential statistics used in behavioral research. Non-parametric and parametric statistics are considered.

### **260 SOCIAL STRATIFICATION 3 S**

*SAS 106 rec.*

Theories and character of social class systems, differential class behavior, mobility, power relationships, and caste and estate systems.

### **261 THE COMMUNITY 3 US-5 F.S**

*SAS 106 rec.*

Structure and function of the community. Changes in community; power, leadership, community organization.

### **262 MARRIAGE AND THE FAMILY 3 F.S**

*SAS 106 rec.*

Sociological and social psychological examination of the patterned and dynamic aspects of marital and family relationships.

### **263 DEVIAN'T BEHAVIOR 3 F.S**

*SAS 106 rec.*

Causes, societal response and control of deviant behavior. Definition of deviant acts, stigmatization, and the process of reabsorbing deviants.

### **264 MINORITY RELATIONS 3 F.S**

*SAS 106 rec.*

Racial, national, and religious minorities and women. Patterns of discrimination and prejudice, and change in intergroup relations.

### **267 POPULATION 3 US-5 F.S**

*SAS 106 rec.*

Dynamics and policy implications of United States and world population size and change including fertility, mortality, migration, composition, spatial distribution, future trends, and relation to resources.

### **268 SOCIOLOGY OF RELIGION 3 US-5 F.S**

*SAS 106 rec.*

Functions and origins of religion; impact of religion on individual, society and culture: social forces affecting religion.

### **270 HISTORY OF SOCIOLOGICAL THOUGHT 3 F.S**

*SAS 106 rec.*

Analysis and appraisal of classical works in sociology from mid-nineteenth century to the present.

### **271 INTRODUCTION TO SOCIOLOGICAL RESEARCH 3 F.S**

*SAS 106 rec.*

Convergence of theory and research; design of inquiry, measurement, survey design, data collection, analysis and interpretation. Research projects are part of the course.

|  |          |            |   |
|--|----------|------------|---|
| <b>311 ISSUES IN GERONTOLOGY</b>   | <b>3</b> | <b>S</b>   | <b>398.01 PROFESSIONAL PRACTICE:</b>  |
| <i>SAS 211 or cons inst req.</i>   |          |            | <b>INTERNSHIP IN APPLIED</b>  |
| Advanced treatment of selected subjects in gerontology.  |          |            | <b>SOCIOLOGY 3-6</b>  |
| <b>317 SOCIOLOGY OF SPORT</b>  | <b>3</b> | <b>S</b>   | <b>F.S</b>  |
| <i>Also offered as HPR 317.</i>  |          |            | <i>SAS 271 or equiv rec. For undergraduate credit only.</i>   |
| The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups, and collective behavior.                            |          |            | Independent experience in applying sociology in a supervised community work setting. Final paper for sociology adviser based on research project or sociological analysis of the experience.  |
| <b>332 SMALL GROUPS</b>  | <b>3</b> | <b>F.S</b> | <b>398.02 PROFESSIONAL PRACTICE:</b>  |
| <i>SAS 131 or PSY 131 rec.</i>   |          |            | <b>INTERNSHIP IN SOCIOLOGICAL</b>   |
| Conditions affecting interaction in small groups; the small group as an ongoing social system. Limited research project.   |          |            | <b>RESEARCH 3</b>   |
| <b>333 SELF AND SOCIETY</b>  | <b>3</b> | <b>F.S</b> | <b>F.S</b>  |
| <i>SAS 106 or PSY 111 req.</i>   |          |            | <i>SAS 240 and 271 or conc reg rec. May be repeated once. Formerly SAS 390.</i>   |
| A social psychological approach. Childhood and adulthood socialization are examined from the perspectives of symbolic interactionism, role theory, reference group theory, and self theory. Pragmatic implications are considered. |          |            | Practical experience in the design, implementation, analysis, and reporting of social science research through surveys, secondary data analysis, demographic analysis and program evaluation in a research project, usually in cooperation with a community agency. |
| <b>341 SOCIOLOGY OF SEX ROLES</b>  | <b>3</b> | <b>S</b>   |   |
| <i>SAS 106 or PSY 111 rec.</i>   |          |            |   |
| Application of culture concepts, status, role and self concepts, and socialization concepts toward the explanation of sex differences in social behavior. Institutionalized and social change processes are examined.              |          |            |   |
| <b>342 ADVANCED HUMAN SEXUALITY</b>  | <b>3</b> | <b>F.S</b> |   |
| <i>PSY 123 or SAS 123 req.</i>   |          |            |   |
| Analysis of personal, interpersonal, and sociocultural aspects of sexual relationships.  |          |            |   |
| <b>343 SEXUALITY EDUCATION</b>   | <b>3</b> | <b>F.S</b> |   |
| <i>SAS 123 req.</i>  |          |            |   |
| Perspectives, approaches, resources and the development of basic skills in sexuality education.  |          |            |   |
| <b>350 SOCIOLOGY OF EDUCATION</b>  | <b>3</b> | <b>F.S</b> |   |
| <i>SAS 106 rec.</i>  |          |            |   |
| Sociological perspective on educational systems. Relationship of the educational system to other institutions, organizational characteristics and social factors influencing behavior of students.                                 |          |            |   |
| <b>352 THE SOCIOLOGY OF COMPLEX ORGANIZATIONS</b>  | <b>3</b> | <b>F.S</b> |   |
| <i>SAS 106 req. Not for grad credit.</i>   |          |            |   |
| Internal and external dimensions of complex organizations that help explain adaptation to the environment.   |          |            |   |
| <b>365 JUVENILE DELINQUENCY</b>  | <b>3</b> | <b>F.S</b> |   |
| Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment.  |          |            |   |
| <b>366 CONTEMPORARY SOCIAL MOVEMENTS</b>   | <b>3</b> | <b>F</b>   |   |
| <i>SAS 106 rec.</i>  |          |            |   |
| Patterns of collective behavior; structure and functions of social movements. Examination of several social movements, analysis of morale, leadership and control.   |          |            |   |
| <b>367 CRIMINOLOGY</b>   | <b>3</b> | <b>F.S</b> |   |
| Criminological theory and practice. Crime as a social and legal problem. The administration of justice.  |          |            |   |
| <b>371 EVALUATION STATISTICS AND METHODS</b>   | <b>3</b> | <b>F</b>   |   |
| <i>SAS 240 and 271 or equiv courses req. Not for credit if had MAM 300. Not for grad credit.</i>   |          |            |   |
| Evaluation techniques for census and survey data, using social science computer programs for intermediate social research and statistics, including data-file management, cross-classifications, and regressions.                  |          |            |   |

|  |             |               |
|--|-------------|---------------|
| <b>283 PREHISTORY OF NORTH AMERICA</b>   | <b>3</b>    | <b>F</b>      |
| <i>SAS 181 or 274 rec.</i>   |             |               |
| Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced; current problems examined. |             |               |
| <b>284 THE ANTHROPOLOGY OF NATIVE AMERICAN ART</b>   |             |               |
| <b>3</b>   | <b>US-8</b> | <b>F</b>      |
| Culture-ecology and behavior of historic North American Indian groups, excluding Mexico, as understood from analyses of their art.   |             |               |
| <b>285 ETHNOGRAPHIC SURVEY</b>   | <b>3</b>    | <b>F</b>      |
| <i>SAS 180 req.</i>  |             |               |
| The study of ethnography as a descriptive mode including an in-depth consideration of selected cultural groups.  |             |               |
| <b>286 HUMAN EVOLUTION</b>   | <b>3</b>    | <b>S</b>      |
| <i>SAS 182 rec.</i>  |             |               |
| A detailed survey of the principal fossil discoveries, controversies, and proposed models of human biological evolution.   |             |               |
| <b>288 HUMAN VARIABILITY AND ADAPTION</b>  | <b>3</b>    | <b>F</b>      |
| <i>SAS 182 rec. Taught in Fall of even numbered years. Alternates with SAS 290.</i>  |             |               |
| Study of human population variations in terms of biological and cultural adoptions to different environments.  |             |               |
| <b>290 PRIMATE STUDIES</b>   | <b>3</b>    | <b>F</b>      |
| <i>SAS 180 or 182 rec. Taught in Fall of odd numbered years. Alternates with SAS 288.</i>  |             |               |
| Concentrated examination of various aspects of the primates: their biology, behavior, evolution, and significance for understanding human nature.  |             |               |
| <b>306 REGIONAL AND AREA STUDIES</b>   | <b>1-9</b>  | <b>F.S</b>    |
| Directed study in any of the subdisciplines in anthropology.   |             |               |
| <b>380 KEY CONCEPTS IN ANTHROPOLOGY</b>  | <b>3</b>    | <b>F.S</b>    |
| <i>SAS 180, 181, 182, 274, 281, 285, 286 req.</i>  |             |               |
| Anthropological thought from historical, systematic and applied viewpoint; emphasis on changing content, concepts, methods of the discipline.  |             |               |
| <b>381 ARCHAEOLOGICAL FIELD SCHOOL</b>   | <b>1-9</b>  | <b>Summer</b> |
| <i>SAS 181, 274 rec.</i>   |             |               |
| Field instruction in methods and techniques of archaeological survey, excavation, preparation and preservation of materials, and record keeping.   |             |               |
| <b>383 STUDIES IN SELECTED CULTURES</b>  | <b>3</b>    | <b>F</b>      |
| <i>SAS 180 req.</i>  |             |               |
| Culture patterns of selected areas. Physical characteristics, history, social, political, intellectual life, cultural change of aboriginal people.   |             |               |
| <b>386 METHOD AND THEORY IN ARCHAEOLOGY</b>  | <b>3</b>    | <b>S</b>      |
| <i>SAS 181 and 274 or cons inst.</i>   |             |               |
| Archaeological method and theory from 1800 to the present, emphasizing American archaeology.   |             |               |
| <b>388 HISTORICAL ARCHAEOLOGY</b>  | <b>3</b>    | <b>S</b>      |
| <i>SAS 274 req.</i>  |             |               |
| Research methods of historical archaeology reviewed, and the principles that underlie the methods examined critically. A local historic site is thoroughly studied as a class project.       |             |               |

## Social Work Courses

### 170 SURVEY OF SOCIAL WORK AND SOCIAL WELFARE

**3 US-7**

**F.S**

*Not for credit maj min.*

A survey of the profession of social work and the institution of social welfare in contemporary United States.

### 221 INTRODUCTION TO SOCIAL WELFARE

**3**

**F.S**

*SAS 106, PSY 111 rec. Materials charge optional.*

The historical development of social welfare as an institution and the impact of social, economic factors, and the ideological systems on social welfare laws, policies and programs. Includes the development of the social work profession from selected social movements.

### 222 SOCIAL WELFARE POLICY AND SERVICES

**3**

**F.S**

*SAS 221 req.*

Descriptive, analytical, and critical analysis of social welfare programs, policies, and issues.

### 223 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

**3**

**F.S**

*PSY 232, or conc reg rec.*

The integration of major concepts from the social and behavioral sciences in terms of their relevance for social work.

### 323 CHILD WELFARE SERVICES

**3**

**F.S**

*SAS 221, 222 rec or SED or HEC maj.*

Recommended before SAS 368 if student wishes placement in a child-serving agency. Services for dependent, neglected and handicapped children.

### 325 SOCIAL WORK METHODS I

**3**

**F.S**

*SAS 221, 223 or conc reg req. Lecture and laboratory.*

Basic theory, values, and beginning skills development generic to social work practice at individual, group, and community levels.

### 335 SOCIAL WORK METHODS II

**3**

**F.S**

*SAS 261, 325 or conc reg req. Lecture and laboratory.*

Course is a continuation of methodology and skills in social work practice, and focuses specifically on knowledge, principles, techniques and approaches to effect change in small groups, organizations, communities, and larger collectives.

### 391 SENIOR SEMINAR IN SOCIAL WORK

**3**

**.S**

A seminar on specific selected topics not covered critically elsewhere in the major. Through assigned readings, discussions and the presentation of a substantial researched study, students analyze a social welfare issue or an area of social work practice.

### 398.10 PROFESSIONAL PRACTICE:

#### SOCIAL WORK FIELD INSTRUCTION

#### AND SEMINAR I

**6**

**F**

*SAS 335, sr standing and formal admission to SWK maj req. Materials charge optional. Formerly SAS 368.*

Supervised field instruction and practice in social work methods with individuals, groups, and communities in a social welfare agency. Course includes a weekly, campus-based, faculty-led seminar in which theory and practice are integrated. A grade of C or better in this course is required to take SAS 398.11.

**398.11 PROFESSIONAL PRACTICE:  
SOCIAL WORK FIELD INSTRUCTION  
AND SEMINAR II 8**

*Completion of SAS 398.10 with a grade of C or better  
req. Formerly SAS 378. Materials charge optional.*

Advanced supervised field instruction and practice in social work. Setting usually the same as in SAS 398.10 but experiences are more diverse and complex. Seminar focuses on integration of theory and practice with emphasis on the student as a professional social worker.

## SPEECH PATHOLOGY AND AUDIOLOGY (PAS)

204 Fairchild Hall

**Chairperson:** Martin A. Young.

**Faculty:** Professors: Tannachill, Young. Associate Professors: Bowman, Brunt, Hufnagle, Hulit, Monoson. Assistant Professors: Davidson, Ford, Howard, Smoski, Thomley. Instructors: Althoff, Brickell, Duffee, Michela, Moore, Semanko, Stalling, Thacker.

## Speech Pathology and Audiology Programs

Degrees Offered: B.A., B.S. Programs are accredited by the American Speech-Language-Hearing Association.

### SPEECH PATHOLOGY AND AUDIOLOGY MAJOR

#### Teacher Certification Requirements

- 40 hours in Speech Pathology-Audiology required.
- Required courses: PAS 112, 211, 272, 301, 315, 316, 318, 319, 320, 321, 330, 337 (1 hour), 350, 351.
- Professional Education requirements: SED 145, 220; C&I 210; EAF 228 or 231 or 235; PSY 232, 334, 346; PAS 399 (8 hours).

This is a preprofessional program designed to prepare students for graduate work in communicative disorders. Students must have a master's degree in this field to obtain both the Illinois Certificate in Speech and Language Impaired and the American Speech-Language-Hearing Association's clinical certificate. Copies of requirements for both of these are available in the departmental office.

The Illinois Certificate in Speech and Language Impaired requires 300 hours of supervised clinical experience. To accrue these hours, undergraduate majors in this program take one semester hour of PAS 337 and 8 hours of Student Teaching 399. Additional hours of supervised clinical experience are obtained in graduate school. A cumulative grade point average of 2.6 is required on all work completed at Illinois State University before admission to PAS 337, 358, and 359; a grade point average of 2.6 in all work taken at Illinois State University and all work at Illinois State University taken in the major field is required for admission to Student Teaching 399.

### AUDIOLOGY SEQUENCE

- 43 hours required. Note: Because of prerequisites or lack of prior skill, this major may require more hours than indicated.
- Required courses: PAS 211, 272, 301, 315, 320, 321, 330, 337 (1 hour), 350, 351, 358 (1 hour), 359 (1 hour); SED 330, 353; PSY 333, 334, 346.

— The audiology program is designed to prepare the student for graduate work in audiology. This is a non-teaching program and does not qualify the student for a teaching certificate. Upon completion of the master's degree, the student will have completed the academic and clinical requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Audiology.

### MINOR IN SPEECH PATHOLOGY AND AUDIOLOGY

- 21 hours required.
- Required courses: PAS 211, 315, 320, 350. Electives cannot include practicum courses.
- Students taking this minor will not qualify in this area for Illinois or American Speech-Language-Hearing Association certification.
- Honors in Speech Pathology and Audiology:** Honors work in communicative disorders and speech and hearing science is available to qualified students. For additional information, contact the Department Chair.

## Speech Pathology and Audiology Courses

**112 SURVEY OF SPEECH AND  
HEARING DISORDERS 3 US-7 F.S**

*Incl Clin Exp.*

Current theories of speech, language and hearing disorders. Appropriate for persons interested in the prevention and basic remediation of communication disorders.

**114 VOICE AND ARTICULATION  
IN COMMUNICATION 3 F.S**

*Course offered on a credit/no credit basis only.*

Designed to meet personal and vocational oral communication goals of students for whom English is a second language. Consideration of vocal and articulatory variations between formal and informal American speech patterns. Facilitation of optimal use of the speech mechanism in the process of oral communication

**115 INTRODUCTION TO HUMAN VERBAL  
DEVELOPMENT 3 US-7 F.S**

The communication process; emphasis on opportunities for maximum stimulation of speech and language development in children.

**120 SOUND AND MAN 3 US-7 F.S**

The study of sound and its applications to speech, high fidelity, and music.

**211 PHONETICS 3 F.S**

*Formerly PAS 311.*

Sound system of American speech. Standard and non-standard variations. Articulatory and acoustic considerations. Practice in transcribing and reading phonetic symbols.

**272 ANATOMY AND PHYSIOLOGY  
OF THE SPEECH AND  
HEARING MECHANISM 3 F.S**

*Formerly PAS 372.*

Study of the anatomic and physiologic foundation of the speech and hearing mechanism. Current physiologic theory is applied to etiology of speech and hearing disorders.

**301 SPEECH SCIENCE 3 F.S**

*PAS 272 req. Formerly PAS 371.*

Elementary acoustical theory with application to the study of speech production and reception. Speech spectrography.

**315 INTRODUCTION TO PHONOLOGICAL DISORDERS 3 F.S**  
*PAS 211 or conc reg req. Incl Clin Exp. Not for grad cr. Formerly PAS 215.*

Orientation to speech pathology profession. Introduction to articulation problems.

**316 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH 3 F.S**  
*PAS 272 req. Incl Clin Exp.*

Speech disorders related to structural, neurological, and endocrine pathologies. Diagnostic and remedial procedures.

**318 ORGANIZATION OF SPEECH, HEARING AND LANGUAGE PROGRAMS 3 F.S**  
*Sr. or higher standing req.*

Professional attitudes, ethics, and organizations. Setting up and maintaining programs. Evaluation, therapy techniques, materials applicable to school settings. Relationships to school and community agencies.

**319 STUTTERING I 3 F.S**  
*Incl Clin Exp.*

Nature and history of the problem. Current models of onset, development and management.

**320 SPEECH AND LANGUAGE DEVELOPMENT 3 F.S**  
*Incl Clin Exp.*

Comprehensive study of acquisition of speech and language by children. Emphasis on first six years.

**321 LANGUAGE PATHOLOGY 3 F.S**  
*PAS 320 req. or an equiv human language development crse at the 300 level.*

Introduction to language disorders in children and adults which are associated with brain damage, learning disabilities, psychopathology, and mental retardation.

**330 INTRODUCTION TO CLINICAL METHODS 3 F.S**  
*PAS 315, 321 or conc reg req. Incl. Clinical Exp. Maj only. Approved admission to Teacher Education req. Not for grad cr. Formerly PAS 220.*

Introduction to clinical techniques and client management. Records, reports, behavioral observation and assessment, therapy procedures and some laboratory experience.

**337 PRACTICUM IN SPEECH PATHOLOGY 1/2-1 F.S**

*PAS 330. Incl. Clinical Exp. Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional. Formerly PAS 317.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**350 AUDIOLOGY I 3 F.S**  
*Incl Clin Exp.*

Principles of hearing measurement: sound, human ear, test methods, hearing losses, screening methods, test interpretation.

**351 SPEECH READING AND AUDITORY TRAINING 3 F.S**  
*Incl Clin Exp.*

Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Visual/auditory speech signals. Amplification: function/use.

**358 PRACTICUM IN BASIC AUDIOLOGY 1/2-1 F.S**

*PAS 350 req. Incl. Clinical Exp. Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**359 PRACTICUM IN SPEECH READING AND AUDITORY TRAINING 1/2-1 F.S**

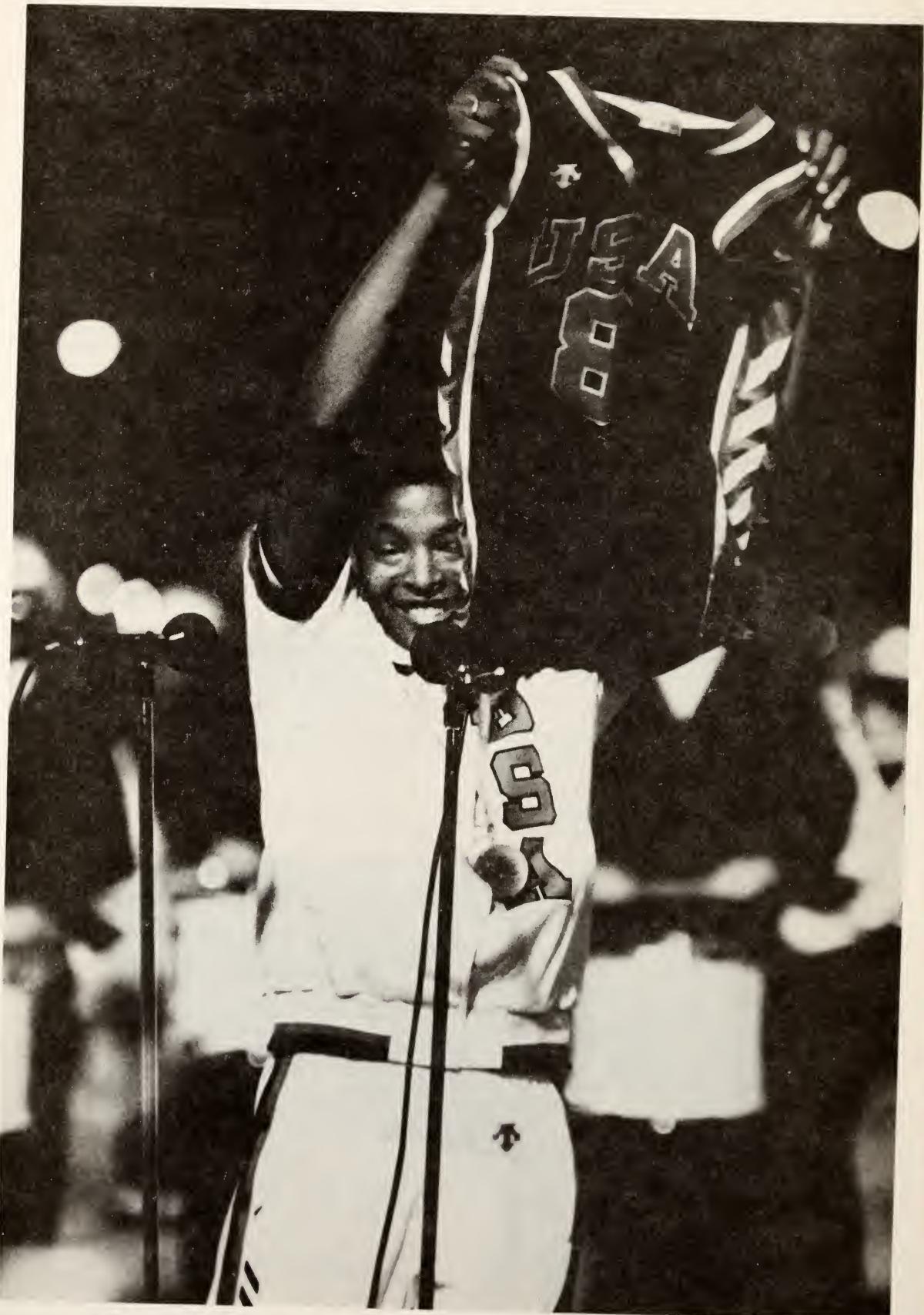
*PAS 351 and 358 req. Incl. Clinical Exp. Overall GPA of 2.6 req. May be repeated. Max 2 hrs. Materials charge optional. Formerly PAS 352.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**360 AUGMENTATIVE COMMUNICATION SYSTEMS FOR NON-SPEAKING PERSONS 3 F**

Description of non-speaking populations, excluding deaf. Review of available augmentative systems, assessments, system selection and research questions.





Cathy Boswell, 1984 Los Angeles Summer Olympics gold medalist, Women's Basketball.

# COLLEGE OF BUSINESS

**Dean:** Andrew T. Nappi, 316 Williams Hall.

**Objectives:** The primary objective of the College of Business is to prepare students for professional or managerial careers in business, education, government, industry or nonprofit organizations. The College firmly supports the principle that education for business requires the assimilation of a basic common-body-of-knowledge as well as opportunities for acquiring depth in appropriate fields. The College offers programs leading to the Bachelor's degree with majors in Accounting; Management; Marketing; Finance; Business Administration; Office Administration; International Business; and Business Education with sequences in General Business Education, Distributive Education and Secretarial Education. Minor programs are also available.

The College also offers graduate programs leading to the Master of Science in Accounting, Master of Business Administration, and the Master of Science or Master of Arts in Business Education. Detailed information concerning these programs may be found in the Graduate Catalog.

With careful planning and coordination between colleges and departments, qualified students may complete an undergraduate nonbusiness major and a Masters of Business Administration in five years.

The College of Business is involved in research, public service and faculty professional development and maintains a relationship with business, industrial and service organizations in the surrounding area.

Departments in the College of Business are: Accounting; Business Education and Administrative Services; Finance and Law; and Management and Marketing.

**Internship Program in Business:** Business majors are encouraged to participate in the internship program in business available in each department. The program provides students an opportunity to work under a carefully organized and approved internship experience during the academic year with a participating firm or organization. Business majors interested in this program are urged to arrange an interview with department advisors at their earliest convenience so that their total program includes provision for participation in the internship program. Students are advised to check on the specific requirements for the internship program offered by their major department.

**Small Business Institute:** Business majors, under the supervision of a professor, work in teams with small businesses to study and consult on management problems. The student team submits a written report of its findings to the business owner-manager, as well as giving an oral presentation, stating problems, alternative solutions and recommended solutions. The Small Business Institute, directed by Dr. Robert Kerber, provides a unique learning experience for students and free counseling services to participating firms to help solve problems concerning marketing, management, financial analysis, accounting, data processing, business operations and related disciplines. The program is sponsored by the College of Business in cooperation with the U.S. Government Small Business Administration.

**Academic Standards:** The academic standards of the University apply to all of the programs housed in the College of Business. The following additional academic

standards apply to all departments in the College of Business: (1) At least 42 hours of the total 120 hours required for graduation shall be coursework devoted to studies other than business, economics, and administration; (2) The senior year's work, with minor exceptions, must be taken in residence at Illinois State University; (3) Course prerequisites must be taken in required sequence; (4) Students who go on probation a second or subsequent time will be dropped from the College of Business except where higher standards are required in particular departments within the College; and (5) Students transferring into any of the programs housed in the College of Business from other programs in the university or from other academic institutions or between programs within the College of Business must meet the admission standards for the College and the major within the College.

No student (major or nonmajor) may enroll in a 200 level course in the College of Business without having at least 45 credit hours earned toward a baccalaureate degree at the time of such enrollment. Business majors must also have completed all specified prerequisites prior to enrollment in a 200 or 300 level course in the College of Business.

**Repetition of courses:** A student may register officially for a given course in the College of Business only twice. That is, if a student completes a course, or drops a course after the tenth-day enrollment report, he or she may enroll officially in that course one additional time.

## ADMISSION POLICY:

Students will be admitted into majors in the College of Business from the pool of qualified applicants for that major on the basis of individual qualifications. The number of students admitted into specific programs and the grade point average required for admission may vary depending on program capacity and qualifications of students in the pool. The College of Business reserves the right to maintain a balanced enrollment.

A. To be admitted to one of the majors in the College of Business, a student must:

- Complete 60 semester hours.
- Complete all of the following tool courses, which are prerequisites for all 200-300 level business courses, with a grade of C or above: ENG 101; ECO 100, 101; MAM 100 or ECO 131; ACC 131, 132.
- Achieve a minimum of a 2.2 GPA on a 4.0 scale. **Individual majors within the College of Business may require a GPA above this minimum for admission.**

B. Pre-business students will have their records reviewed for admission to the College of Business during the term in which they will complete 60 hours and the tool courses listed above. Final admission to the major is contingent upon successful completion of the criteria in section A above.

C. Students not classified as pre-business majors may request a change of major to a College of Business major during the term in which they meet the criteria in section A above. Final admission is contingent upon the successful completion of these three criteria.

## ADMISSION TO PRE-BUSINESS CLASSIFICATION:

- A. New freshmen and transfers with fewer than 30 hours will be classified as pre-business majors at their request.  
 B. ISU or transfer students with 30 hours or more will be classified as pre-business majors at their request if they have a cumulative grade point average of at least 2.2.

## PRE-BUSINESS RETENTION STANDARDS:

Students in the pre-business classification with 30 or more hours attempted will be reclassified to general student status if their cumulative GPA falls below 2.2. **Students should note that a 2.2 GPA is the minimum required for admission to any College of Business major; individual majors often require a GPA above this minimum.**

**Academic Policies:** The academic policies of the University apply to all of the programs in the College of Business. In addition, the following special academic requirements apply to all students in the College of Business:

1. Students must complete at least 42 hours of the total 120 hours required for graduation in studies other than business, economics, and administration.
2. Students majoring in business must complete their senior year (30 credits) in residence at Illinois State University. Under unusual circumstances, the Dean of the College of Business may grant a modification of this requirement.
3. Students must take courses and their prerequisites in required sequence.
4. Students may, during the preregistration period only, enroll in a 200 level course in the College of Business with a minimum of 45 semester hours and in a 300 level course with a minimum of 60 semester hours earned toward the baccalaureate degree at the time of such pre-enrollment. To receive credit for an upper division course a student must have earned at the time the course begins a minimum of 60 semester hours of credit for a 200 level course and a minimum of 75 semester hours of credit for a 300 level course.
5. Students who go on probation a second or subsequent time will be dropped from the College of Business.
6. Students-at-large must apply for permission from the College of Business to register for business courses. Such students may be required to furnish official transcripts which show the degree earned and the prerequisites for the courses in which the student is asking for permission to enroll. Some courses in the College have restricted and/or limited enrollments and thus may not be open to students-at-large.
7. A student may register officially for a given course in the College of Business only twice. That is, if a student completes a course or drops a course after the tenth day enrollment report, he or she may enroll officially in that course one additional time.

**Transfer Policies:** In addition to the general requirements of the University and the College, the following requirements apply to transfer students from other academic institutions seeking a business degree:

1. Credit for business and related courses from two-year institutions may be transferred and applied to the business core and to the major program but shall be limited to such courses that the College of Business offers at the lower division level (freshman and sophomore).
2. Credit for business and related courses from baccalaureate degree granting institutions may be transferred

and applied to the business core and to the major if the course for which the credit is being transferred is at the equivalent level of the comparable course at Illinois State.

3. In cases where equivalency of courses is not clear, departments in the College of Business may require proficiency examinations before transfer credit is accepted.

**Non-Business Majors:** Non-business majors who desire to elect more than 25% (30 credits) of their course work in business must meet all College of Business requirements for graduation. These students should register for additional courses in person only and with the written permission of the College of Business adviser.

**Course Requirements for Business Programs:** The courses listed below (33 hours total) are a required part of the business core and must be completed by all students majoring in business programs.

|  |   |
|--|---|
| ACC 131 Elementary Accounting I . . . . .              | 3 |
| ACC 132 Elementary Accounting II . . . . .             | 3 |
| ACC 166 Business Data Processing . . . . .             | 3 |
| FAL 208 Legal Environment of Business . . . . .        | 3 |
| FAL 240 Business Finance . . . . .                     | 3 |
| MAM 100 Business and Economic Statistics . . . . .     | 3 |
| MAM 220 Business Organization and Management . . . . . | 3 |
| MAM 230 Basic Marketing . . . . .                      | 3 |
| MAM 385 Problems in Business . . . . .                 | 3 |
| ECO 100 Principles of Economics I . . . . .            | 3 |
| ECO 101 Principles of Economics II . . . . .           | 3 |

## International Business

**Program Coordinator:** Roger Potter, Assistant Dean of the College of Business, 316A Williams Hall

Degrees Offered: B.A., B.S.

The baccalaureate program in International Business is designed to provide a specialized curriculum for students interested in business who wish to prepare themselves for employment in the international sphere and for students interested in international studies who wish to develop a specialty in business that will open international employment opportunities. This interdisciplinary program, administered by the College of Business, combines coursework in business, foreign language, and area studies to assure that graduates will have broad exposure to international studies and business, and will develop skills in both a business specialty and in a foreign language.

The International Business program is divided into a common business core applicable to all students, and area studies sequences that are country and/or language specific. Students will take business core courses and courses in English, economics, mathematics, and foreign language. Students will then choose an area studies sequence depending on the part of the world they wish to emphasize.

### MAJOR IN INTERNATIONAL BUSINESS

- Required courses: ACC 131, 132, 166; BEA 240; FAL 208, 240; MAM 100, 220, 227, 230, 385. In addition, the following tool courses must be completed: ECO 100, 101; ENG 101; MAT 121 or 145.
- Electives in Business: 18 hours, of which 12 are to be chosen from: ACC 340; BEA 345; FAL 312, 344; ECO 345; MAM 238, 350; 6 remaining hours are to be chosen from other international business courses, functional business areas like accounting, marketing, management,

finance, business law, office administration, or a combination of international business courses and functional business courses to be selected in consultation with an adviser.

- Foreign language requirement: Language courses appropriate for the chosen sequence through at least the 116 level. **Note:** All students must complete at least 9 hours of coursework in the language appropriate for the chosen sequence while in college. Students are encouraged to study as much language as possible. Students in the British and General sequences must also meet the foreign language requirement.
- Area Studies: All students must take 12 hours representing at least 3 departments from one of the following sequences.

**German Sequence:** GEO 240; HIS 124, 229, 237, 365; POS 141.

**British Sequence:** ENG 110, 122, 219, 387; GEO 240; HIS 124, 228, 229, 232, 342, 344, 361, 362; POS 141, 241; IDS 104.

**French Sequence:** GEO 240; HIS 124, 229, 345; POS 141.

**Spanish Sequence:** GEO 230, 246; HIS 124, 127, 229, 263; POS 141, 347.

**Russian Sequence:** ECO 310; GEO 245; HIS 234, 366; POS 141, 242, 263, 354.

**General Sequence:** GEO 135, 150, 230, 240, 245; HIS 124, 125, 126, 127, 229, 234, 236, 237, 255, 263, 279, 345, 365, 366; POS 141, 145, 151, 242, 246, 247, 263, 345, 347, 354; PHI 207.

### MINOR IN INTERNATIONAL BUSINESS

A minor in International Business is available to students who major in the College of Business.

— 22 hours required.

- 9 hours to be chosen from ACC 340; BEA 345; FAL 312, 344; MAM 238, 350; 4 hours required from FOR 115; 9 hours of approved area studies electives from at least 3 departments from: AGR, GEO, HIS, PHI, or POS as listed under the General Sequence of the International Business major.

## ACCOUNTING (ACC)

435 Stevenson Hall

**Chairperson:** James A. Hallam.

**Faculty:** Professors: Fish, Hallam, Lammers, Rexroad, Rozanski, Sanderson, Secoy, Tussing. Associate Professors: Craig, Currie, Duffy, T., McClure, McKean, Razaki, Sieg, Taylor. Assistant Professors: Leinicke, Oman, Rescho. Instructors: Baginski, Biefeldt, Dawson, Duffy W., Falb, Fleming, Fuller, Pettie, Pilchard, Toepke, Zambell, Zimmerman. Faculty Assistant: Ford.

## Accounting Programs

Degree Offered: B.S.

The Department of Accounting offers three sequences under the Accounting Major: 1) Financial Accounting, 2) Industrial Accounting, and 3) Business Information Systems. These programs emphasize the development of students' analytical capabilities and students' knowledge of the usefulness and limitations of accounting information. After graduation, students who complete the Financial Accounting sequence may sit for examinations leading to professional certification as a Certified Public Accountant (CPA) or Certified Management Accountant (CMA). Students who complete the Business Information Systems

sequence may sit for the Certified Data Processor (CDP) examination.

All majors in the Department of Accounting must meet the academic, admission, and transfer policies of the College of Business.

All accounting majors must complete at least 42 hours outside the College of Business and in subject areas other than business, economics, and administration as part of the 120 hours required for graduation.

### ACCOUNTING MAJOR

**Financial Accounting Sequence:** Students selecting the Financial Accounting sequence must complete ACC 131, 132, 166, 230, 231, 232, 233, 235, 263; BEA 240; FAL 208, 209, 211, 240; MAM 100, 220, 227, 230, 385; COM 110, 227; ECO 100, 101; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121).

Also required are 6 hours of upper division (200-300 level) Accounting electives.

**Industrial Accounting Sequence:** Students selecting the Industrial Accounting sequence must complete ACC 131, 132, 166, 230, 231, 232, 332; BEA 240; FAL 208, 240, 341; IT 192, 233, and 292 or 331; MAM 100, 220, 227 (or IT 311), 230, 327, 385; COM 110, 123; ECO 100, 101; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121). In addition, with the assistance of the adviser, students should complete courses in the natural and social sciences and in industrial technology that enable them to be conversant with the industrial materials or processing areas.

**Note:** This sequence will not prepare a student for the examination to become a certified public accountant. A student who wishes to take the CPA examination should take the following additional courses: ACC 233, 235, 337 and 375, FAL 209, 211.

**Business Information Systems Sequence:** Students selecting the Business Information Systems (BIS) sequence must complete ACC 131, 132, 166, 230, 231, 232, 233, 235, 261, 263, 266, 362, 366; BEA 240; FAL 208, 240; MAM 100, 220, 227, 230, 385; COM 110, 227; ECO 100, 101; MAT 121 or 145 (Note: MAT 120 is a prerequisite for MAT 121).

**Note:** This sequence will not prepare a student to become a certified public accountant. A student who wishes to take the CPA examination should take the following additional courses: ACC 337, 375; FAL 209, 211.

### MINOR IN ACCOUNTING

— 21 hours in Accounting required.

— Required courses: ACC 131, 132, 231, 232.

— 9 elective hours in ACC courses.

**Repetition of Courses in Accounting:** A student can register officially for an Accounting course only twice. That is, if a student completes a course, or drops a course after the official tenth day enrollment report, he or she may enroll officially in the same ACC course only one additional time.

**Admission Standards:** The admission standards for the Department of Accounting are the same as the College of Business; however, it should be noted that special prerequisites may exist for many advanced courses in Accounting. Majors should examine prerequisites carefully in the beginning of their academic careers since many of the advanced courses require a GPA of 2.5 or a grade of A or B. Since a 2.5 GPA (2.0 equals C) is above average performance level, the Department of Accounting faculty recommends that Accounting majors have an ACT composite score greater than 23 and rank in the upper one-third of their high school class. Many firms require a 3.0 to interview, thus, the Department of Accounting requires a 3.0 before a student

may transfer from another department at Illinois State into the Department of Accounting if the student was admitted to the University before Spring semester, 1982 or if the student's graduation requirements are governed by a catalog preceding 1981-82. All other students are governed by the College of Business admissions policy.

Certain courses may be restricted to Accounting majors only.

The Department of Accounting reserves the right to maintain a balanced student enrollment.

## Accounting Courses

### 131 ELEMENTARY ACCOUNTING I 3 F.S

Elementary course in Financial Accounting. Emphasizes the content and formation of financial statements, financial accounting methods and other topics.

### 132 ELEMENTARY ACCOUNTING II 3 F.S

*ACC 131 req.*

Emphasis on the broad uses of accounting data internally by managers in directing the affairs of organizations. Includes cost accumulation, budgeting, pricing and other topics.

### 160 COMPUTER PROGRAMMING FOR BUSINESS 3 F.S

*High school algebra. Not for credit if had ACS or MAT 164.*

FORTRAN and packaged programs for applications in business.

### 166 BUSINESS DATA PROCESSING 3 F.S

*ACC 131 req. Formerly ACC 260. Materials charge optional.*

Data processing concepts and COBOL programming.

### 230 MANAGERIAL ACCOUNTING 3 F.S

*ACC 132 and MAT 121 req.*

Discussion of product costing, planning and controlling routine operations, and analysis of non-routine decisions.

### 231 INTERMEDIATE ACCOUNTING 3 F.S

*ACC 132 req.*

Theory and procedures underlying income statement as a report on operating performance and balance sheet as a report on financial position.

### 232 ADVANCED ACCOUNTING 3 F.S

*ACC 231 req. Overall GPA of 2.5 or an A or B in ACC 231 req.*

Examination of theory and problems involved in accounting for stockholders' equity, funds flow, and consignment and installment sales.

### 233 INCOME TAX PROCEDURE 3 F.S

*ACC 131 or cons dept chair req. Formerly ACC 333.*

Emphasis on individual tax procedures. Introduction to corporation and partnership.

### 235 AUDITING 3 F.S

*ACC 231, 166, and MAM 100 req. Overall GPA of 2.5 or an A or B in ACC 231 req. ACC maj only. Formerly ACC 335.*

The CPA profession; auditors' opinion; evidence; internal control; auditing standards, programs, procedures and ethics; statistical sampling; working papers.

### 261 BUSINESS SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMING 3 F.S

*ACC 132 and 166 req. Overall GPA of 2.5 or an A or B in ACC 166 req. Formerly ACC 361. Materials charge optional.*

Introduction to structured systems analysis and design for business data processing.

### 263 ACCOUNTING INFORMATION SYSTEMS 3 F.S

*ACC 166, 132 req. Materials charge optional. Typing skills rec.*

Provides the accounting student with microcomputer applications skills needed in accounting. Overview of systems analysis skills that are required of an accountant.

### 266 INTERMEDIATE COBOL 3 F.S

*ACC 166 or equiv req. Overall GPA of 2.5 or an A or B in ACC 166 req. Materials charge optional.*

COBOL programming involving multiple file processing using both disk files and tape files, data usage, data categories, sort feature, perform verb, and table handling.

### 330 FUND ACCOUNTING 3 F.S

*ACC 231 req. Overall GPA of 2.5 or an A or B in ACC 231 req. ACC maj only.*

Accounting applications to financial planning and control for non-profit institutions.

### 332 ADVANCED MANAGERIAL ACCOUNTING 3 F.S

*ACC 166, 230, MAM 100 and MAT 121 or 115 req. Overall GPA of 2.5 or an A or B in ACC 230 req. ACC maj only.*

Recent conceptual and analytical developments in the area of management accounting.

### 334 ADVANCED TAX PROBLEMS 3 F.S

*ACC 233 or cons dept chair req. Overall GPA of 2.5 or an A or B in ACC 233 req.*

Intensive examination of corporation, partnership, estate, trusts, and gift tax problems.

### 336 AUDITING PROBLEMS 3 F.S

*ACC 235 req. Overall GPA of 2.5 or an A or B in ACC 235 req. ACC maj only.*

In-depth analysis of statistical samples, accountants' legal exposure, EDP in auditing, analysis of practical problems encountered by the public accountant in a variety of auditing situations.

### 337 ADVANCED ACCOUNTING PROBLEMS 3 F.S

*ACC 232 req. Overall GPA of 2.5 or an A or B in ACC 231 and 232 req. ACC maj only.*

Theory and problems involved in preparation and interpretation of consolidated statements, estates and trusts, and partnerships.

### 340 INTERNATIONAL ACCOUNTING 3 S

*ACC 132 req.*

Examination of the financial management of multi-national enterprises and of diverse accounting practices in international business.

### 362 ADVANCED BUSINESS SYSTEMS ANALYSIS 3 F.S

*ACC 261 and 366 req. Overall GPA of 2.5 or an A or B in ACC 261 and 366 req. Materials charge optional.*

Involves the development of a data processing system, including the development of input files, updating and file maintenance, and design and preparation of reports, and complete documentation of the data processing system.

**366 ADVANCED BUSINESS DATA PROCESSING 3 F.S**

*ACC 266 or ACS 272 req. Overall GPA of 2.5 or an A or B in ACC 266 or ACS 272 req. Materials charge optional.*

Advanced applications using disk systems, tape systems and operating systems as applied to business problems using COBOL.

**369 DATA PROCESSING CENTER OPERATIONS 3 F.S**

*9 hrs in BIS courses or cons dept chair req.*

A study of managerial data processing responsibilities, problems and issues encountered by a data processing manager.

**375 PROFESSIONAL PROBLEMS 3 S**

*24 hrs of ACC req. Previous or conc enroll in ACC 337 req. Overall GPA of 2.5 or an A or B in ACC 230, 231, 232, or cons dept chair req. Conc enroll in FAL 375 rec.*

An intensive study of contemporary accounting problems with a strong orientation toward the preparation for the CPA examination.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN ACCOUNTING 1-6 F.S**

*Senior, 2.8 GPA in accounting courses, 2.6 overall GPA and cons dept chair req.*

On-the-job experience in one or more of the following areas: Public Accounting, Industrial Accounting, Governmental Accounting, Tax, and Business Data Processing.

## BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES (BEA)

327 Williams Hall

**Chairperson:** Wilma Jean Alexander.

**Faculty:** Professors: Alexander, Grever, Hall, Kaisershot, Marcum, Nappi, Rich, Varner, Winchell, Wray. Associate Professors: Dickey-Olson, Palmer. Assistant Professors: Bickley, Shane. Instructor: Fidler.

## Business Education and Administrative Services Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

The Department of Business Education and Administrative Services offers major degree programs in Business Education and Office Administration.

The business teacher education program is developed to comply with teacher certification requirements for the State of Illinois. This program prepares graduates for secondary teaching positions as well as for positions in education and training for business and industry.

The Office Administration program provides graduates with career opportunities in various office administrative positions which include (1) office supervisor, (2) administrative analyst, (3) administrative assistant, (4) word processing supervisor, (5) executive secretary, or (6) records manager in business, government, and educational institutions.

Students should note that:

1. Majors within this department must meet the academic, admission, and transfer policies of the College of Business.

2. At least 42 semester hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business, economics, and administration.

3. While an overall grade point average of 2.0 is required for graduation, majors in the BEA teacher education program must have earned a 2.5 grade point average for admission to the University's teacher education program (see University-wide Teacher Education Program Requirements in the College of Education section of the Catalog for further information.)

4. Minimum clinical experiences totaling 35 clock hours shall be completed in the department prior to student teaching. Several courses in the department include clinical experiences; however, it is not necessary to complete all of these courses to satisfy this requirement.

5. Students shall plan programs in consultation with an adviser.

6. Students desiring vocational education certification are required to complete BEA 380 and 382.

## Business Education Programs

### BUSINESS EDUCATION MAJOR

— 89 hours required, of which 15 meet University Studies requirements and 22 meet Professional Education requirements. Part of the entitlement program leading to certification by the State of Illinois for teaching business courses in the secondary schools, grades 6-12. Also, see University Wide Teacher Education Program Requirements and Teacher Education Admission Program sections of the catalog for further requirements.

Required courses:

— Core courses required of all Business Education Majors: ACC 131, 132, 166; BEA 100; FAL 208 (Formerly FAL 210), 240; MAM 100, 220, 230, 385; ECO 100, 101; MAT 107 or proficiency, 110 or 120; ENG 101. These courses lead to qualifications for teaching Accounting, General Business, Business Arithmetic, Business Law, and Business Economics. ECO 100, 101, MAT 120, PSY 111, and ENG 101 may be used to count toward University Studies requirements.

— Professional courses in the BEA department required of all Business Education majors: BEA 260 (2 hours), BEA 360.07 or 360.04 or 360.09 (2 hours), and 360.08 or 360.10 (2 hours). These courses must be completed prior to student teaching, and they provide 35 clock hours of clinical experiences from the 100 clock hours required by the State of Illinois.

— Professional Education courses: PSY 215; C&I 200 (8 hours) or 200.01, 200.02, 200.03, 200.04 (8 hours) or C&I 215, 216, and SED 218 (8 hours); EAF 228 or 231 or 235; STT 399 (8 hours).

— 12 hours of additional courses for qualifications to teach in one or more of the following areas:

1. **Typewriting:** BEA 113 or equivalent, BEA 213
2. **Shorthand:** BEA 122 or equivalent, BEA 222
3. **Office Practice:** the requirements of typewriting and shorthand if they are part of the course and BEA 255
4. **Consumer Education:** BEA 330 and certification in a teacher education program
5. **Business English:** BEA 140

6. **Data Processing:** ACC 261 or at least 2 hours of data processing in addition to ACC 166 (see Core courses)
7. **Marketing and Distributive Education:** BEA 380, 382; MAM 233, 234
8. **Vocational Business and Office Education:** BEA 380, 382 and 2,000 hours of employment experience in the occupational specialty to be taught

**MINOR IN BUSINESS EDUCATION**

- 25 hours required in the College of Business.
- Required courses: BEA 100, 113, 122, 213, 222, 260, 330, 360 (2 hours); FAL 208.
- ACC 131, 132 and 166 may be substituted for BEA 122, 222, and FAL 208 if a student wishes to be certified to teach accounting and business mathematics rather than shorthand and business law.

**MINOR IN CONSUMER EDUCATION**

- 24-26 hours required in BEA, FAL, HEC, MAM.
- Required courses: BEA 100, 101, 260, HEC 297 or BEA/HEC 330, 335, 360 (CONSUMER EDUCATION) or HEC 203; ECO 100, 101; FAL 208; MAM 230, 231. Appropriate courses, such as HEC 393 (Utilizing Community Consumer Resources), may be substituted for required courses with the approval of the department chairperson.
- Completion of this minor qualifies the holder of a high school certificate to teach consumer education.

## Office Administration Programs

**OFFICE ADMINISTRATION MAJOR**

- 60 hours required in Business (ACC, FAL, MAM, BEA) or other areas specified below.
- Required courses: ACC 131, 132, 166; FAL 208, 240; MAM 100, (or ECO 131) 220, 230, 385; BEA 100, 106, 140, 240, 250, 255, 355. Also required are ECO 100 and 101 and MAT 110 or 120, which may be completed in University Studies.
- 12 additional hours must be chosen from one or a combination of the following concentrations and/or sequence with the approval of the departmental adviser:
  1. Records Management: BEA 200, 352, 353; HIS 395
  2. Communication for Business: BEA 341, 353 and two of the following: COM 123, 223, 227, 228, 240
  3. Word/Information Processing: BEA 107, 200, 271, 351; ACC 261.
  4. The Small Business Office: BEA 251, 271, 351; MAM 226, 326
  5. Administrative Support: BEA 113, 213, 122, 222
- Business Information Systems Sequence: ACC 261, 266, and two additional courses from ACC 362, 366, 369, or MAM 370.

An unclassified student or an Office Administration major may select courses that will prepare the student for administrative support positions. Specific information is available in the Department of Business Education and Administrative Services. Unclassified students who are later admitted to a degree program may apply the courses toward graduation that are listed above and taken while they were unclassified students. See Business Education adviser for information.

**MINOR IN OFFICE ADMINISTRATION**

- 26 hours required in the College of Business
- Required courses: ACC 131, 166; BEA 100, 106, 112, 140, 250, 255, 355.

## Business Education and Administrative Services Courses

|  |                    |             |            |
|--|--------------------|-------------|------------|
| <b>100 BUSINESS AND ITS ENVIRONMENT</b>  | <b>3</b>           | <b>US-7</b> | <b>F.S</b> |
| <i>Formerly BEA 111.</i>   |                    |             |            |
| Influence of economic, social, and political pressures on business systems and operating procedures including markets, organization, management, and government regulation of business.  |                    |             |            |
| <b>101 BUSINESS MATHEMATICS</b>  |                    |             |            |
|  | <b>3</b>           | <b>F.S</b>  |            |
| <i>Formerly BEA 117.</i>   |                    |             |            |
| Quantitative techniques used in solving business problems including interest, the mathematics of merchandising, break-even analysis, inventory control, averages, dispersion, probability theory, inference, and hypothesis testing. |                    |             |            |
| <b>105 DEVELOPMENT OF KEYBOARDING SKILLS</b>   |                    |             |            |
|  | <b>2</b>           | <b>F.S</b>  |            |
| <i>Not for credit maj/min. Closed to students who have had typewriting instruction.</i>  |                    |             |            |
| Development of touch keyboarding skills for use of computer terminals.   |                    |             |            |
| <b>106 WORD PROCESSING I</b>   |                    |             |            |
|  | <b>3</b>           | <b>F.S</b>  |            |
| <i>BEA 112 or cons inst. Materials charge optional.</i>  |                    |             |            |
| Beginning course for development of skill in operating magnetic and electronic word processing using microcomputers.   |                    |             |            |
| <b>107 WORD PROCESSING II</b>  |                    |             |            |
|  | <b>3</b>           | <b>S</b>    |            |
| <i>BEA 106 req. Materials charge optional.</i>   |                    |             |            |
| Advanced word processing skills and knowledge with concentration on word processing applications, technology, and procedures.  |                    |             |            |
| <b>112 BASIC FORMAT TYPING</b>   |                    |             |            |
|  | <b>2</b>           | <b>F.S</b>  |            |
| <i>Not for credit maj/min. Formerly TYPEWRITING.</i>   |                    |             |            |
| Presentation of keyboard; formatting of term paper, letters, tables, and reports emphasized.   |                    |             |            |
| <b>113 OFFICE PRODUCTION</b>   |                    |             |            |
|  | <b>TYPEWRITING</b> | <b>3</b>    | <b>F.S</b> |
| Intensive building of speed and control with special emphasis placed on job simulation in all aspects of typewritten office communication.   |                    |             |            |
| <b>122 PRINCIPLES OF SHORTHAND I</b>   |                    |             |            |
|  | <b>3</b>           | <b>F</b>    |            |
| <i>Shorthand laboratory work req.</i>  |                    |             |            |
| Gregg shorthand theory, dictation, and related knowledge.  |                    |             |            |
| <b>140 BUSINESS COMMUNICATIONS</b>   |                    |             |            |
|  | <b>3</b>           | <b>F.S</b>  |            |
| <i>ENG 101 or equiv req. Formerly BEA 115.</i>   |                    |             |            |
| Analysis of communications practices in business. Communication skills will be improved through solution of practical business situations.   |                    |             |            |
| <b>198.50 PROFESSIONAL PRACTICE:</b>   |                    |             |            |
| <b>COOP IN OFFICE ADMINISTRATION</b>   |                    |             |            |
|  | <b>1F.S</b>        |             |            |
| <i>May be repeated, max 2 hrs. with cons dept chair. Maj only; soph stand; 2.5 GPA in business courses; 2.2 GPA overall; cons of coop coord req.</i>   |                    |             |            |
| Practical experience in the application of theory in administrative systems.   |                    |             |            |

|  |            |  |
|--|------------|--|
| <b>200 APPLICATIONS OF OFFICE TECHNOLOGY 3</b>   | <b>F.S</b> | ment. Includes instruction concerning resumes, application letters, job sources, and interviews.   |
| ACC 166 req.<br>Word processing, data base management, spread sheets, business graphics, and communications using microcomputers.  |            |  |
| <b>213 PROBLEMS IN OFFICE PRODUCTION TYPEWRITING 3</b>   | <b>S</b>   | <b>330 DECISION-MAKING FOR CONSUMERS 3 US-7</b> <b>F.S</b>   |
| BEA 113 or equiv req. Formerly BEA 214.<br>Development of ability at the expert level of typewriting skills, ability to prioritize work, and an acquaintance with current office technology.   |            | Also offered as HEC 330.<br>Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, life-styles, consumer protection, leisure, and achieving financial security.   |
| <b>222 ADVANCED SHORTHAND AND TRANSCRIPTION 3</b>  | <b>S</b>   | <b>335 SOCIETAL CONTEXT OF CONSUMER EDUCATION 3</b> <b>F.S</b>   |
| BEA 122 req with grade of C or better or equivalent.<br>Formerly BEA 123 and 224. Laboratory work req.<br>Review of shorthand theory; emphasis on recording and transcription speed building; advanced dictation for transcription and mailable-letter production.                           |            | BEA 330 or HEC 330 or HEC 117 req or conc reg.<br>Formerly BEA 340.<br>An analysis of the position of consumer education within the social system. The course will examine the institutional framework within which consumers function.  |
| <b>240 REPORT WRITING FOR BUSINESS 3</b>   | <b>F.S</b> | <b>341 PRACTICUM IN BUSINESS COMMUNICATIONS 2 or 3</b> <b>S</b>  |
| ENG 101 or equiv req. Formerly BEA 215.<br>Report writing techniques; use, form, and structure of different types of business reports.   |            | BEA 240 or cons instr req.<br>Analysis of communications unique to professional employment; emphasis on research and writing skills for effective communication.   |
| <b>250 RECORDS MANAGEMENT: THEORY AND CONCEPTS 3</b>   | <b>F.S</b> | <b>345 BUSINESS IN A MULTI-CULTURAL ENVIRONMENT 3 F.S</b>  |
| Organization and management of records systems including records maintenance, protection, and final disposition.   |            | Formerly BEA 350.<br>Business operations in a multi-cultural environment. Relationship between the business process and social attitudes, values, ideologies, and customs with special emphasis on Asia, Latin America, and the Middle East.   |
| <b>251 OFFICE PROCEDURES FOR THE SMALL BUSINESS 3</b>  | <b>F.S</b> | <b>351 CONCEPTS IN OFFICE INFORMATION PROCESSING 3</b> <b>F</b>  |
| MAM 226 or conc req req.<br>Office support systems and their applications for the small business.  |            | Formerly BEA 370.<br>Fundamental knowledge of office information processing systems: organization, implementation, management, work flow, word processing and word processing equipment, computer word processing, and the role of the secretary.  |
| <b>255 OFFICE SYSTEMS 3</b>  | <b>F.S</b> | <b>352 ADVANCED RECORDS MANAGEMENT 3S</b>  |
| BEA 106 or 113 or equiv req. Laboratory required.<br>Materials charge optional. Formerly BEA 211.<br>Study of decisions which must be made regarding efficient work flow in an office through experiences in an office simulation which includes the use of modern office technology.        |            | BEA 250 req. Not for graduate credit.<br>Application of theory and concepts of records management and advanced study of micrographics and computerization of records systems.  |
| <b>260 FOUNDATIONS OF BUSINESS EDUCATION 2</b>   | <b>S</b>   | <b>353 BUSINESS FORMS CREATION AND MANAGEMENT 3</b> <b>S</b>   |
| Formerly BEA 361. Includes Clin Exp. Adm. to Teacher Ed. req.<br>Historical background and current status of business education emphasizing professional responsibilities of teachers and principles of curriculum construction.   |            | BEA 250 req.<br>Procedures for implementing a forms control program. Emphasis on analyzing and designing business forms.   |
| <b>271 INSTRUCTIONAL TECHNIQUES FOR BUSINESS 3</b>   | <b>F</b>   | <b>355 PRINCIPLES OF OFFICE ADMINISTRATION 3</b> <b>F.S</b>  |
| Development of instructional techniques for training office employees. Learning theory, application of instructional techniques, and evaluation of results for office employee training plans.   |            | BEA 255 req. Not for grad cr. Formerly BEA 270.<br>Analysis of office functions and relationship to business organization; information handling and data processing; office design and layout; responsibilities of office administrators.  |
| <b>298.50 PROFESSIONAL PRACTICE: COOP IN OFFICE ADMINISTRATION 1 F.S</b>   |            | <b>360 TOPICS IN STRATEGIES OF TEACHING BUSINESS EDUCATION SUBJECTS 2 F.S</b>  |
| May be repeated, max 2 hrs. with cons dept chair. Maj only; junior stand; 2.5 GPA in business courses; 2.2 GPA overall; cons of coop coord req.<br>Practical experience in administrative systems in communications, task analysis, problem solving, work flow and instructional techniques. |            | 260 or conc reg req. May be repeated if content different. Admission to teacher education or teaching experience. Formerly BEA 390, 392, 394, 396. Includes Clin Exp.<br>Méthods of teaching business education subjects including typewriting, shorthand, basic business, consumer economics, accounting, marketing and distributive education, word processing and current topics. |
| <b>300 CAREER PLACEMENT PROCEDURES 1</b>   | <b>F.S</b> |  |
| Not for grad cr. Formerly BEA 315.<br>An orientation to the processes used in obtaining employ-  |            |  |

**380 ORGANIZATION AND ADMINISTRATION  
OF VOCATIONAL COOPERATIVE  
EDUCATION PROGRAMS 3 F**

*Incl Clin Exp. Also offered as HEC 380 and IT 305.*

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

**382 COORDINATION TECHNIQUES OF  
COOPERATIVE VOCATIONAL  
EDUCATION PROGRAMS 3 S**

*Incl Clin Exp. Also offered as HEC 382 and IT 306.*

Coordination techniques needed for high school and post-secondary teacher coordinators in integrating classroom activities with daily employment.

**398 PROFESSIONAL PRACTICE:  
OFFICE ADMINISTRATION 1-7 F,S**

*Maj only; sr standing; 2.5 GPA in business courses; 2.2 overall GPA; and cons internship coord req.*

On-the-job experience involving planning, organizing, and directing work activities; developing controls to assure compliance with policies and procedures in the various areas of office administration.

**398.11 PROFESSIONAL PRACTICE:  
INTERNSHIP IN OFFICE ADMINISTRATION**

**398.50 PROFESSIONAL PRACTICE:  
COOP IN OFFICE ADMINISTRATION**

## FINANCE AND LAW (FAL)

328 Williams Hall

**Chairperson:** William L. Scott.

**Faculty:** Professors: Crepas, Ficek, Naidu, Potter, Varner. Associate Professors: Gardner, Hagias, Kruse, Loy, Massin, McGuire, Mills, Reichert. Assistant Professors: Byler, Howe, Massa, Kang, Pope. Instructors: Carlon, Edwards, Friedberg, Havens, Houska, Morgan, Robb, Spalding. Faculty Assistant: Williams.

The department offers a Comprehensive Business Administration major, providing a broad background for a managerial or administrative career. Students with an interest in Business Information Systems may elect this sequence to gain a foundation in the interrelationships between administration and information systems.

The Comprehensive Finance major provides a knowledge base and skills appropriate for a wide variety of functional and managerial activities that require financial expertise. The financial world touches most organizations, profit or nonprofit, which have activities involving banking, insurance, real estate, investments, managerial finance, budgeting, and international finance. Students with an interest in insurance may elect the insurance sequence.

## Business Administration Programs

Degree Offered: B.S.

### COMPREHENSIVE BUSINESS ADMINISTRATION MAJOR

— 54 hours required in Business (FAL, ACC, BEA, MAM). — Required courses (33 hours in FAL, ACC, BEA, MAM); MAM 100, FAL 208, 240; ACC 131, 132, 166; BEA 240; MAM 100, 220, 227, 230, 385. In addition, ECO 100, 101, and MAT 121 or 145 must be completed. Elective courses (9 hours): 9 hours selected from FAL 247, 252, 260, 340 or 341 (whichever is not used to fulfill major requirements), 343, 344, 351, 354; ECO 239; or appropriate courses approved by the departmental adviser.

220, 227, 230, 385. In addition, ECO 100 and 101 and MAT 121 or 145 must be completed. Fifteen (15) of these 33 hours must be taken in residence at Illinois State University.

- **Elective Courses:** A total of 21 hours of electives of which no more than nine hours may be taken in any one subject area: Finance, Business Law, Accounting, Management, Marketing or other area approved by adviser. FAL 140 may not be included. Within the 21 hours of electives, a student must take nine hours from one subject area and six from two others; or six hours from three areas and three hours from a fourth. At least nine of the 21 hours of electives must be taken at the 300 level.
- At least 42 hours outside the College of Business and in subject areas other than business (FAL, ACC, BEA, MAM), economics, and administration must be included toward the 120 hours for graduation.

**Business Information Systems Sequence:** Students electing the Business Information Systems Sequence must fulfill all of the requirements for the Comprehensive Business Administration Major; however, the following courses are required: ACC 160 or ACS 164; ACC 261, 266, 362, and 366. These courses will be applied toward the 21 hours of required business electives, leaving 6 hours of electives to be selected outside ACC.

### MINOR IN BUSINESS ADMINISTRATION

- 20 hours required in Business (FAL, ACC, and MAM).
- Required courses: FAL 208, 240; ACC 131; MAM 220, 230.
- 5 hours selected from ACC 132, the data processing courses offered in Accounting and those FAL and MAM courses that are available for credit to Business Administration majors. ECO 131 is also acceptable as an approved minor elective.

**Academic Policies:** All majors in the Department of Finance and Law must meet the academic, admission, and transfer policies of the College of Business.

## Finance Program

Degree Offered: B.S.

### COMPREHENSIVE FINANCE MAJOR

**General Finance Sequence:** 54 hours required in Business (FAL, ACC, BEA, MAM). Required courses (45 hours in FAL, ACC, BEA, MAM): FAL 208, 218, 240, 242, 340 or 341, 349; ACC 131, 132, 166; BEA 240; MAM 100, 220, 227, 230, 385. In addition, ECO 100, 101, and MAT 121 or 145 must be completed. Elective courses (9 hours): 9 hours selected from FAL 247, 252, 260, 340 or 341 (whichever is not used to fulfill major requirements), 343, 344, 351, 354; ECO 239; or appropriate courses approved by the departmental adviser.

**Insurance Sequence:** 54 hours required in Business (FAL, ACC, BEA, MAM). Required courses (54 hours): FAL 208, 218, 240, 242, 252, 340 or 341, 349, 351, 354; ACC 131, 132, 166; BEA 240; MAM 100, 220, 227, 230, 385. In addition, ECO 100, 101, and MAT 121 or 145 must be completed.

At least 24 of the 54 hours required for the major must be taken in residence at Illinois State University. The senior year's work (last 30 hours), with minor exceptions, must be taken in residence at Illinois State University. At least 42 of the total 120 hours offered for graduation must be taken in courses other than business (FAL, ACC, BEA, MAM), economics, and administration.

## Finance and Law Courses

### 140 PERSONAL FINANCE 3

F.S

*Not for credit maj min in the College of Business.*

Examines key financial decisions made by individual consumer. Career selection, personal record keeping, budgeting, use of credit, insurance, income taxes, and investment.

### 208 LEGAL ENVIRONMENT OF BUSINESS 3

F.S

*Jr standing req. Formerly FAL 210.*

Analysis of the legal environment as it pertains to profit and nonprofit organizations, with ethical considerations and social and political influences as they affect such organizations.

### 209 BUSINESS LAW I 3

F.S

*Fal 208 req.*

The law of contracts, agency, partnerships, and corporations.

### 211 BUSINESS LAW II 3

F.S

*FAL 208 and 209 req. Formerly Commercial Law.*

The law of property, wills, trusts, bankruptcy, insurance, trade regulation, and Uniform Commercial Code topics, including commercial paper, secured transactions, and sales.

### 218 FINANCIAL MARKETS 3

F.S

*ACC 131, 132; ECO 100, 101 req. Not for cr if had FAL 241.*

Analysis of the participants, structure and functions of the major domestic and international financial markets.

### 240 BUSINESS FINANCE 3

F.S

*MAM 100, ACC 132 and ECO 101 req.*

Principles and problems of planning and managing assets of business. Formulation, acquisition and utilization of funds and capital structure examined.

### 242 INVESTMENTS 3

F.S

*FAL 240 req.*

A survey of investment media, concepts, and techniques to provide an understanding of the investment process in the economic and financial environment.

### 247 MANAGEMENT OF

#### FINANCIAL INSTITUTIONS 3

F.S

*FAL 218, 240 req.*

Study of financial institutions as business firms; industry structure; role of regulation; investment and financing policies.

### 252 PROPERTY AND LIABILITY INSURANCE 3

F.S

*FAL 208, 240 req. Formerly FAL 352.*

Introduction to insurance principles, with emphasis on risk in the fire, marine, bond and casualty areas.

### 260 REAL ESTATE 3

F.S

*FAL 208 req.*

Principles of real estate, including real estate law, property description and transfer, appraisal, investments, leases, salesperson's and broker's functions, future social and economic implications for real estate.

### 311 GOVERNMENT REGULATION OF BUSINESS 3

F.S

*ECO 101, FAL 208 req.*

Rules and regulation of mergers, monopolies, pricing, advertising, securities, food and drugs, unfair trade practices, utilities, and transportation.

### 312 INTERNATIONAL BUSINESS LAW 3

S

*FAL 208 req.*

Case study in international business law. Problems of jurisdiction, contract enforcement, government regulations, and tax. Comparative law with emphasis on Europe, Islam, Soviet Union, and the United States.

### 340 SHORT-TERM FINANCIAL MANAGEMENT 3

F.S

*FAL 240 req. Bus maj only.*

Analysis of working capital management; cash budgeting; financial analysis and planning; short-term financing decisions.

### 341 CAPITAL INVESTMENT DECISION MAKING 3

F

*FAL 240 req. Bus maj only.*

Theory of capital management, evaluation of risks, determination of capital structures, measure of costs and returns, and allocation of capital.

### 343 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT 3

F.S

*FAL 240, 242 req. Bus maj only.*

Characteristics of financial assets and markets; evaluation of securities; selecting and combining securities into portfolios; portfolio models and measurement of portfolio performance.

### 344 INTERNATIONAL FINANCIAL MANAGEMENT

3

F

*FAL 240 req. Bus maj only.*

Financial management of multinational corporations, including balance of payments, foreign exchange markets and international money and capital markets.

### 349 ADVANCED FINANCIAL THEORY AND PROBLEMS 3

F.S

*FAL 240, 340 or 341 req. Additional 6 hr finance req.*

*Finance maj only. Not for grad cr for MBA students.*

An advanced coverage of financial theory and its applications to cases and problems. Specific area of emphasis varies according to the interests of students and faculty involved.

### 351 LIFE AND HEALTH INSURANCE 3

F.S

*FAL 252 req.*

Personal and business risks. Principles of life and health insurance and their applications.

### 354 RISK MANAGEMENT 3

F.S

*FAL 351 req. Bus maj only.*

Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks.

### 375 LAW FOR ACCOUNTANTS 3

S

*24 semester hours of accounting including ACC 337 or conc reg req. FAL 211 or conc enroll req. Not for graduate credit.*

Accountants' legal responsibilities, anti-trust, bankruptcy, federal securities regulation, insurance, regulation of employer and employee relationships, secured transactions, suretyship, and other topics for the professional accountant.

### 380 TOPICS IN THE LEGAL ENVIRONMENT OF BUSINESS 3

F.S

*Cons dept chair req. May be repeated with cons inst.*

Selected topics in law and its relationship to business. Topics may include new developments in public and private law as it relates to businesspersons.

**398 PROFESSIONAL PRACTICE:  
BUSINESS ADMINISTRATION OR  
FINANCE INTERNSHIP 1-6**

F.S

*Senior standing, overall GPA of 3.2 or cons dept chair; usually, no more than three hours credit will be awarded for one-semester work assignment.*

Directed projects or administrative experience related to the student's career interests, arranged through the department coordinator and completed under the supervision of a business professional.

## MANAGEMENT AND MARKETING (MAM)

329 Williams Hall

**Chairperson:** V.K. Unni.

**Faculty:** Professors: Abdel-Halim, Brabb, Couch, Graf, Grimm, Kerber, Mohr, Unni. Associate Professors: Chitgopekar, Graeff, Lewis, Newgren, Radhakrishnan, Robinson. Assistant Professors: Brubeck, Cokelez, Cox, Dumler, A. Eshghi, G. Eshghi, Fazel, Fitzgibbons, Glisan, Hemmasi, Kellogg, Lesch, Mazen, Smith, Swamidass. Instructors: Ahuja, Barczyk, DeVore, Pokorney.

## Management and Marketing Programs

Degrees Offered: B.S. in Management and B.S. in Marketing.

The Management major offers programs to students interested in professional Management careers in business, industry, or government. Three sequences allow students to concentrate on skills needed by general managers (Organizational Management Sequence), or by specialists in quantitative decision processes (Operations Management Sequence), or in management use of the computer (Management Information Systems Sequence). The degree in Marketing is a flexible degree that qualifies graduates for a variety of leadership positions in the distribution and exchange of goods and services in support of consumer welfare in both profit and nonprofit organizations.

All majors in the Department of Management and Marketing must meet the academic, admission, and transfer policies of the College of Business.

### COMPREHENSIVE MANAGEMENT MAJOR

- 54 hours required. At least 24 of the required hours in each sequence at the 200 and 300 level must be taken in residence at Illinois State University.
- Required courses (39 hours in MAM, ACC, BEA, FAL): MAM 100, 220, 221, 227, 230, 385; ACC 131, 132, 166; BEA 240; FAL 208, 240. In addition, ECO 100, 101, and MAT 121 or 145 must be completed.
- Additional required courses (depends on sequence chosen).
- Elective courses (depends on sequence chosen).
- The senior year's work, with minor exceptions, must be taken in residence at Illinois State University.
- At least 42 hours of the total 120 hours offered for graduation should be in courses other than business (ACC, BEA, FAL, MAM), economics, and administration.

**Organizational Management Sequence:** 54 hours required. Required courses (48 hours in MAM, ACC, BEA, FAL): MAM 100, 220, 221, 227, 230, 323, 385 plus 9 additional

hours in management; ACC 131, 132, 166; BEA 240; FAL 208, 240. 6 hours of electives must be chosen from other management courses: ACC 230; BEA 271; FAL 311; COM 227; ECO 225, 239, 320, 326; HIS 256, 327; IT 308; PHI 234; PSY 360, 364. In addition, ECO 100, 101 and MAT 121 or 145 must be completed. Students desiring a general management background are advised to take 6 to 9 hours from MAM 215, 325, and 350, plus 6 to 9 hours of electives recommended by departmental advisers from the above list. Students desiring to concentrate in human resource management are advised to take 6 to 9 hours from MAM 324, 353, and 354, plus 6 to 9 hours of electives recommended by advisers. Departmental advisers can suggest combinations of courses useful for preparation areas of compensation management, human resource planning and development, labor relations, small business, and other specialties.

**Operations Management Sequence:** 54 hours required. At least 24 of the required hours at the 200 and 300 level must be taken in residence at Illinois State University. Required courses (45 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 327, 385; ACC 131, 132, 166, 230; BEA 240; FAL 208, 240. In addition, ECO 100, 101, and MAT 121 or 145 must be completed. Elective courses (9 hours) selected from MAM 232, 301, 323, 326, 329, 368, 381, 398; ACC 332; ECO 333; FAL 217 or ECO 239; FAL 311.

**Management Information Systems Sequence:** 54 hours required. At least 24 of the required hours at the 200 and 300 level must be taken in residence at Illinois State University. Required courses (48 hours in MAM, ACC, BEA, FAL): MAM 100, 215, 220, 221, 227, 230, 301, 370, 385; ACC 131, 132, 166, 261; BEA 240; FAL 208, 240. 6 hours of electives selected from ACC 266, 362, 366; ACS/MAM 344, ACS 345; MAM 232, 325, 327, 368, 389 (Business and Society), 398.

### COMPREHENSIVE MARKETING MAJOR

- 54 hours required in Business (MAM, ACC, BEA, FAL).
- Required courses (45 hours in MAM, ACC, BEA, FAL): MAM 100, 220, 227, 230 231, 232, 338, 339, 385; ACC 131, 132, 166; BEA 240; FAL 208, 240. Twenty-four of these 45 hours must be taken in residence at Illinois State University. In addition, ECO 100 and 101 and MAT 121 or 145 must be completed.
- Elective courses (9 hours) selected from MAM 233, 234, 235, 238, 289 (Promotion Strategy), 289 (Product and Price Strategy), 329, 333, 334, 335, 389 (Business and Society). In addition, the student may elect to use one of the following courses: GEO 330, 336; POS 232, 312; SAS 260, 267, as part of the 9 hours of electives above; however, *no more than 3 hours of electives may be outside the Management and Marketing department.*
- The senior year's work (last 30 hours), with minor exceptions, must be taken at Illinois State University.
- At least 42 hours of the total 120 hours offered for graduation should be in courses other than business (ACC, BEA, FAL, MAM), economics, and administration.

**Academic Policies:** All majors in the Department of Management and Marketing must meet the academic, admission, and transfer policies of the College of Business.

## Management and Marketing Courses

### 100 BUSINESS AND ECONOMIC STATISTICS 3

F.S

*MAT 110 or 120 req. Not for credit if had ECO 131.*

Application of statistical methods to business. Averages, dispersion, probability theory, frequency distributions, in-

ference, hypothesis testing, regression, nonparametric tests.

**215 INTRODUCTION TO MANAGEMENT SCIENCE MODELS 3 F.S**  
*MAM 100, MAT 121, ACC 166 req. Not for credit if had MAM 301 prior to Spring 1979.*

Provides a basic understanding of the formulation and application of quantitative models in managerial decision-making. General topics include: linear programming, dynamic programming, networks and simulation.

**220 BUSINESS ORGANIZATION AND MANAGEMENT 3 F.S**  
*ECO 101 req.*

Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations:

**221 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION 3 F.S**  
*MAM 220 req. Not for credit if had PSY 376 or BUA or MAM 421.*

Organization analysis focusing on motivation, perception, communication, coordination, and change. Administrative problems examined by theories of individual and group behavior.

**226 ENTREPRENEURSHIP 3 F.S**  
*MAM 220, 230; FAL 240.*

How to start a business, with emphasis on the assessment of business opportunities and on the development of operating plans.

**227 PRODUCTION MANAGEMENT 3 F.S**  
*MAM 100, 220 req.*

Operations of production plants. Methods analysis and work measurement, inventory control, quality control, facilities layout, machines and maintenance.

**230 BASIC MARKETING 3 F.S**  
*ECO 101 or FAL 217 req.*

A managerial approach to the study of concepts, activities, and decisions that relate to the facilitation of exchange between buyers and sellers in both business and non-business organizations.

**231 CONSUMER BEHAVIOR 3 F.S**  
*MAM 100, 230 req.*

Determinants of consumer behavior. Influence of socio-psychological variables on the formation and change of attitudes, consumption, and purchasing behavior.

**232 MARKETING RESEARCH 3 F.S**  
*MAM 100, 230 req.*

The role of research in marketing decision making and the systematic steps involved in conducting a marketing research project.

**233 ADVERTISING 3 F.S**  
*MAM 230 req.*

Principles of advertising as explained from a business and consumer point of view. Emphasis on advertising as a factor in marketing.

**234 PROFESSIONAL SELLING 3 F.S**  
*MAM 230, 231 or conc reg req.*

To describe personal selling as a marketing activity and to cover effective selling methods. Application of selling theories to the marketing concept.

**235 MARKETING CHANNELS 3 F**  
*MAM 230 req.*

Theoretical concepts of marketing channel structure and management and their practical applications.

**238 INTERNATIONAL MARKETING 3 F**  
*MAM 230 req.*

Understanding the marketing environment and developing marketing strategies across national boundaries. The political, economic, and cultural variables which influence such strategies are identified. Recent cross-cultural research and real world cases clarify concepts and their application.

**300 INTERMEDIATE BUSINESS STATISTICS 3 S**  
*MAM 100, MAT 121 or equiv.*

Techniques used in modern business analysis. Topics include multiple regression and analysis of variance for applications in management, marketing, finance, and accounting.

**301 DECISION THEORY 3 F**  
*MAM 100 req.*

Behavioral and quantitative factors in business decision-making. Emphasis on quantitative methods of making decisions under conditions of uncertainty.

**319 SEMINAR IN QUANTITATIVE METHODS 3 S**  
*MAM 215, 227 and Sr standing req. May be repeated once if content different. Not for grad cr or MBA students.*

Specialized study of a selected topic in the field of quantitative methods for advanced students.

**323 HUMAN RESOURCES MANAGEMENT 3 F.S**  
*MAM 220 req.*

Principles and procedures relating to manpower management, including staffing, appraisal, training, compensation, and other programs for business and other organizations.

**324 INDUSTRIAL RELATIONS MANAGEMENT 3 S**  
*MAM 220 and ECO 100 req.*

Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practice.

**325 MANAGERIAL PLANNING AND DECISION MAKING 3 F.S**  
*MAM 220 plus three (3) additional hours of Management req. Bus maj only.*

A consideration of managerial decision making in organizations. Specific emphasis on strategic program and operational level planning decisions, techniques, and systems.

**326 SMALL BUSINESS MANAGEMENT 3 F.S**  
*2.0 GPA in a Business maj; sr. or grad standing. Bus maj only.*

Field program designed to familiarize the student with the problems of small business owners and/or operators. The student acquires firsthand knowledge and experience by dealing with on-going businesses.

**327 OPERATIONS MANAGEMENT 3 S**  
*MAM 227; MAT 121 req. Not for graduate credit for MBA students.*

Advanced considerations of decision-making tools applied to manufacturing and other operational areas. Case analyses place emphasis on production management problems.

**329 PURCHASING POLICIES AND PROCEDURES 3 S**  
*ECO 100, ACC 131 req.*

Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control.

**333 ADVERTISING MANAGEMENT 3 S**

MAM 230, 231, 232, 233 req.

The course emphasizes the major perspectives in advertising practice along with the techniques of behavioral and management sciences. Case studies are used with project reports.

**334 SALES MANAGEMENT 3 S**

MAM 230, 231, 232, 234 req. Not for graduate credit for MBA students.

Application of functions of management to selling structure and sales problems of companies. Behavioral and quantitative disciplines used in case studies.

**335 RETAILING MANAGEMENT AND PROMOTION 3 S**

MAM 230, 231, req. Not for graduate credit for MBA students.

Management and operation of retail firms. Emphasis will be on location, pricing, inventory and promotion.

**337 INDUSTRIAL MARKETING 3 S**

MAM 230, 231, 232.

Focuses upon the scope and nature of industrial marketing, from a managerial decision making framework.

**338 MARKETING MANAGEMENT 3 F.S**

MAM 230, 231, 232 req. Not for graduate credit for MBA students. Bus maj only.

Development and evaluation of the marketing plan. Includes analysis of actual and hypothetical cases. A term project will be included.

**339 SEMINAR IN MARKETING 3 F.S**

MAM 230, 231, 232, 338 or conc reg req. May be repeated once if topic and inst different. Bus maj only.

A specialized study of selected topics in the field of marketing for advanced students.

**340 SEMINAR IN MANAGEMENT 3 F.S**

MAM 220, 221, 227, ACC 166. May be repeated once if topic different. Not for grad cr.

Specialized study of a selected topic in the field of management for advanced students.

**344 DISCRETE SYSTEMS SIMULATION 3 F**

ACS 169 or 273 or 274; MAT 121 or 146; a 1 sem course in Prob/Stat req. Also offered as ACS 344.

Problem solving using discrete simulation languages and techniques. Applied queuing theory, pseudo-random numbers, model verification and validation, experimental design.

**350 INTERNATIONAL MANAGEMENT 3 F.S**

MAM 220, 230; FAL 240. Not for grad cr.

Analysis of managerial decision making for planning, organizing, and controlling the functions, operations, and resources of multinational corporations.

**353 HUMAN RESOURCE PLANNING AND DEVELOPMENT 3 S**

MAM 323 req.

Manpower planning as the base for organizational human resource programs, and management of personnel development in organizations.

**354 COMPENSATION MANAGEMENT 3 F**

MAM 323 req.

Compensation subsystem as a vital component in establishing a workplace system that simulates employee performance.

**370 MANAGEMENT INFORMATION SYSTEMS 3 S**

MAM 220, ACC 131, 166, or equiv req. MAM 230 and FAL 240 rec. Not for credit toward MBA degree.

A study of management information systems with emphasis on the responsibilities of management in the creation, control, and utilization of the information systems which support managerial decision-making.

**381 PROJECT SUPERVISION 3 F.S**

MAM 220 and selection as 220 Section Manager req. MAM 221, 227, and Sr. standing rec. For undergraduate credit only.

Experience in supervising group projects and activities. Training and development problems, performance evaluation, and project planning and control.

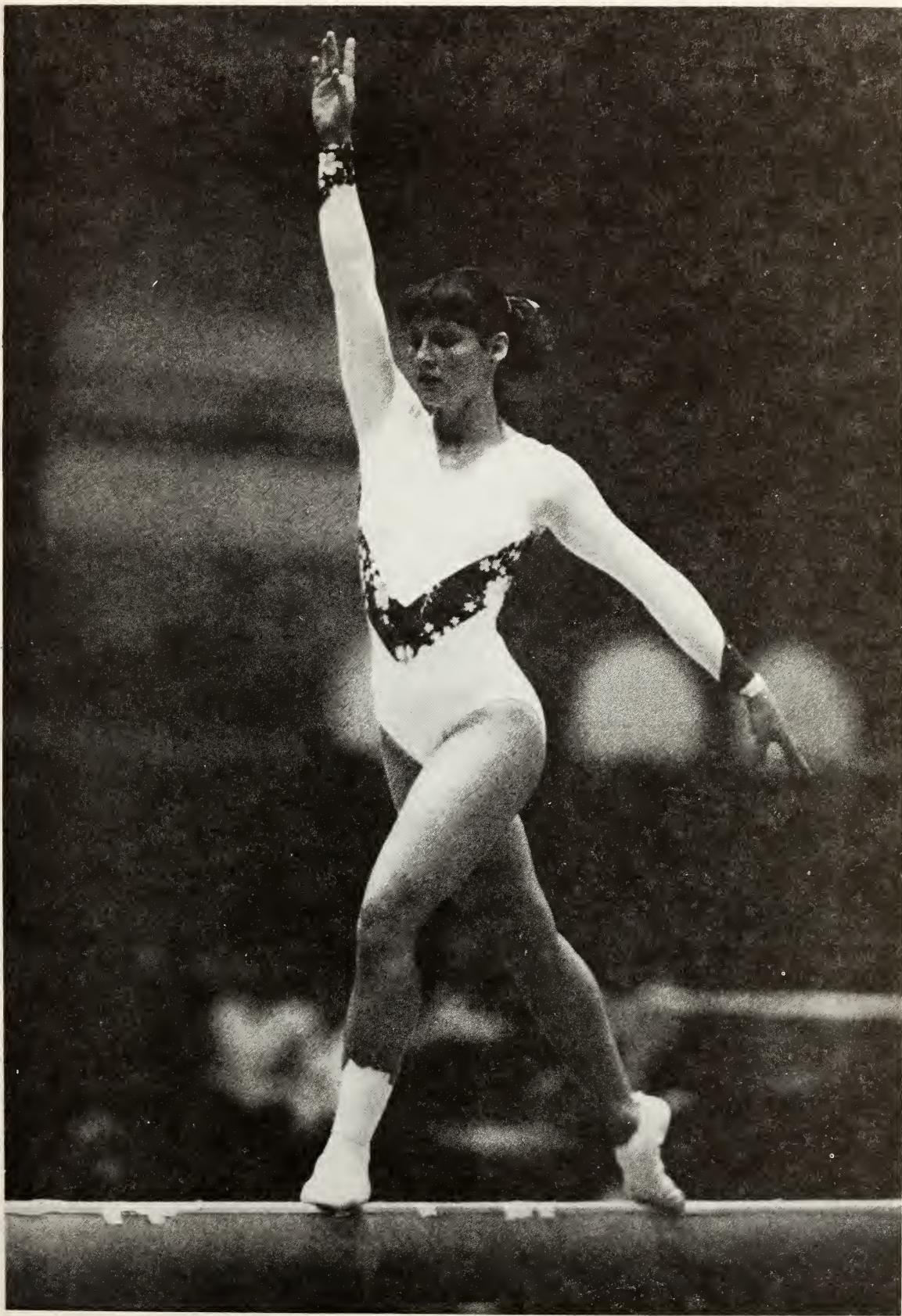
**385 PROBLEMS IN BUSINESS 3 F.S**

MAM 100, 220, 230, ACC 132, FAL 240 req. Senior status. Bus maj only. Not for graduate credit.

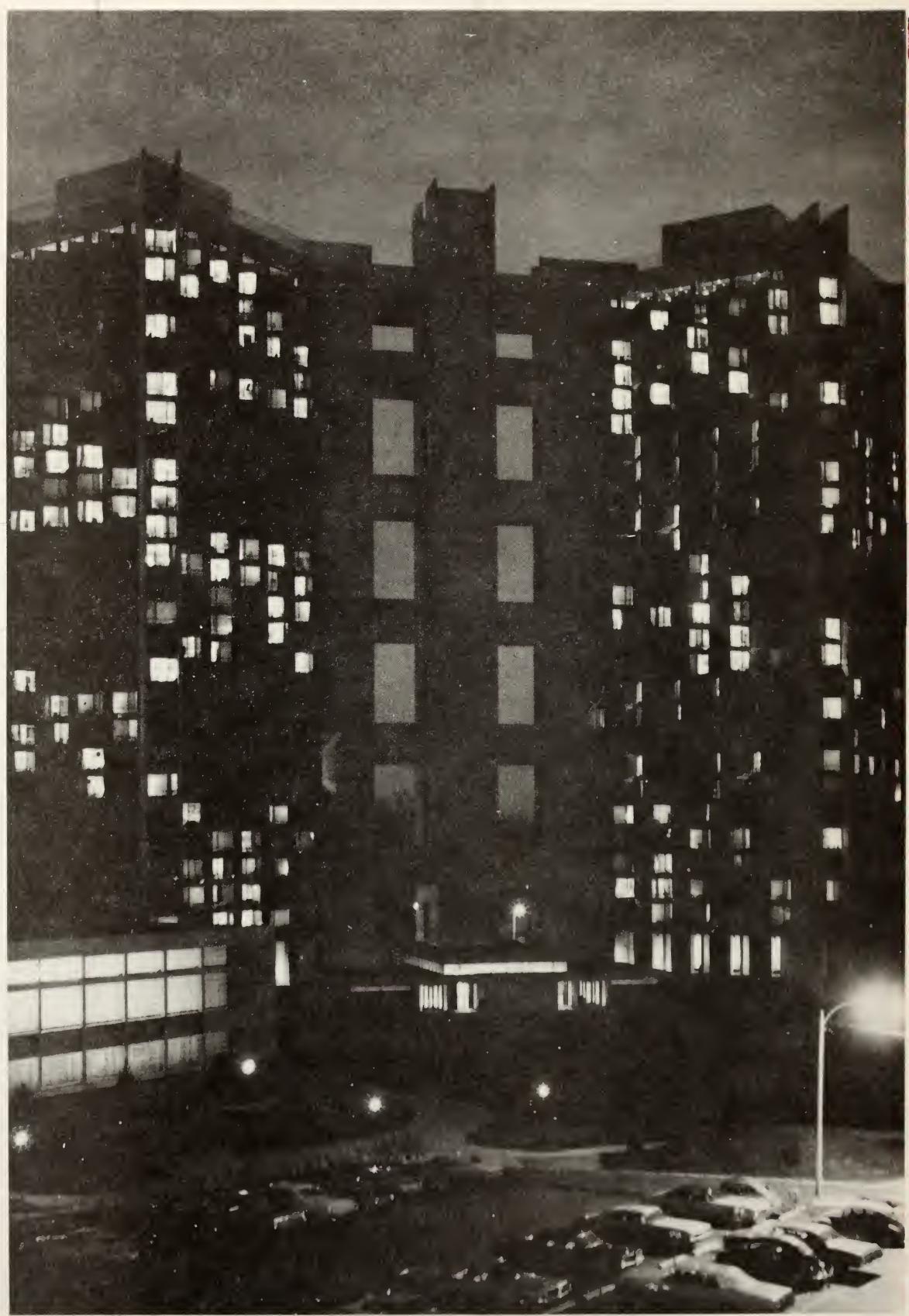
Integration of the decision-making processes involved in each of the major functional areas of business.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN MANAGEMENT AND MARKETING 1-6 F.S**

Michael Moenning



Michael Moenning



# COLLEGE OF EDUCATION

**Dean:** William S. Dunifon, 533 DeGarmo Hall.

The College of Education includes the Departments of Curriculum and Instruction, Specialized Educational Development, Educational Administration and Foundations, the Office of Clinical Experiences and Certification Processes, the Office of Research, and the Laboratory Schools. The College of Education has three broad missions: (1) Vigorous preparation of quality instructional, supervisory, and administrative personnel to serve in all sectors of the economy in various capacities and at all levels of teaching and learning; (2) Systematic study, research and evaluation of societal concerns within diverse cultural contexts and with the concomitant utilization of that research for society's benefit; and (3) Active involvement in service activities designed to improve the quality of life through education and to ensure the necessity of existing programs and to identify new directions for the College. The College administers clinical experiences in education and an admission-retention program in undergraduate teacher education in addition to offering a wide range of graduate programs, including masters and doctoral programs in Curriculum and Instruction, Educational Administration, and Special Education as well as an advanced certificate in Educational Administration.

## CURRICULUM AND INSTRUCTION (C&I)

232 DeGarmo Hall

**Chairperson:** Dorothy K. Franks.

**Faculty:** Professors: Baer, Bettis, Brown, Crotts, Edwards, Fisher, Fitch, Galler, Godbold, Goeldi, Goodall, Huser, Irving, Kachur, Kennedy, Lazerson, Lewis, Lorber, Madore, Pierce, Piland, Rhodes, Slan, Taylor, Waimon, Youngs, Zeller. Associate Professors: Brodeur, Franks, Graef, Minney, Morris, Mungo, Taylor, Venerable. Assistant Professors: Azbell, Broadway, Burcalow, Franks, Hager, Howard, Moore-Bond, Natale, Rozum, Shaw-Baker, Short, Troy.

## Early Childhood Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

Students are admitted to Early Childhood Education on a selective basis. Most professional coursework, taken through Core units, is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each Core unit is for an entire semester and is a unified program of classroom experiences taught by a team of instructors from C&I and other departments. Each Core covers a common content: knowledge about physical, cognitive, social, and creative development of children; knowledge about school curriculum and organization; and direct teaching experience with young children. The final semester is spent off campus in a Clinical Center which provides a wide variety of direct experiences with children. Concurrently with each Core, students will take some of the

additional required courses. Specific information on admission policies and practices for Early Childhood Education is available from the Department of Curriculum and Instruction.

### COMPREHENSIVE EARLY CHILDHOOD EDUCATION MAJOR

- Required courses (53 hours): C&I 260, 261, 262, 263, 300, 301, EAF 331; HEC 231; PSY 347; SED 145, 374. (Note: Students enrolled in C&I 261 (Core I) take C&I 301 and SED 145 concurrently. Students enrolled in C&I 262 (Core II) take PSY 347 and HEC 231 concurrently. Students enrolled in C&I 260 (Core III) take C&I 300 and SED 374 concurrently. Students enrolled in C&I 263 take EAF 331 concurrently.)
- In addition to the major requirements listed above, students should include the following courses in 48 hours of University Studies for compliance with state certification requirements: ENG 101, COM 110, HEC 106, PSY 111, PAS 115. Each student should consult the **Teacher Education Requirements** section of this catalog for further understanding of state general education standards for certification in Early Childhood Education.

**Electives in Early Childhood Education:** In addition to courses required for the major and the coursework required for University Studies, the student will take general elective courses. A student, in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the 120 hours required for graduation. Electives may be selected from the total catalog of courses, provided the student meets the prerequisite for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study, or might elect additional specialized professional courses in Elementary Education, Home Economics, Psychology, and Special Education. If a student elects to concentrate in a specific field of study, the student may take a minor or second major by following the appropriate program requirements as stated in this catalog.

### MINOR IN EARLY CHILDHOOD EDUCATION

This minor is restricted to students who are Elementary Education or Home Economics Education majors.

- Required courses (number of hours, not to exceed 28, will depend on the student's major field and electives) selected from each of the following seven areas as part of the entitlement program leading to certification: early childhood (below 6 yrs).
  1. 3 hours in Child Growth and Development selected from C&I 210; HEC 114 and 250, or 307 (Note: Both HEC 114 and 250 must be taken to fulfill the requirement). Elementary Education majors who have had C&I 250, and 251 are excused from this requirement.
  2. 3 hours in History and Philosophy of Early Childhood Education, EAF 331.
  3. 6 hours in Types of Instructional Methods and Management selected from C & I 300, 301; HEC 308.
  4. 2 to 4 hours in Health and Nutrition for the Young Child selected from HEC 106, 116 or 314.

5. 3 hours in Child, Family, and Community Relationships selected from SED 363; HEC 231.
6. 5 to 8 hours of Practicum in a Pre-School Program in either C&I 263, or 399 (5 to 8 hours) in the above departments.
7. Students must also complete one course in each of the following areas: a. Survey of Exceptional Children, SED 145; PSY 346; b. Development of Language in Young Children, PAS 115, 320; c. Early Childhood Assessment, SED 374, 410; Elementary School Curriculum and Organization (or Early Childhood Curriculum and Organization) C&I 301, 405, 488; HEC 308.

## Elementary Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

**ACADEMIC POLICIES** Usually, more students desire to enroll in the beginning C&I courses in the Elementary Education CORE-Program than can be accommodated during any given semester. Therefore, students are enrolled on a selective basis. Specific information on enrollment policies is available from the Elementary Education CORE-Program Coordinator in the Department of Curriculum and Instruction.

A minimum cumulative GPA of 2.4; a minimum of 45 semester hours credit completed; and a minimum of C in ENG 101 and in COM 110 are required of all students before enrolling in the beginning C&I courses in the Program (C&I 103, Introduction To Elementary Education, and C&I 250, CORE I - THE ARTS). Prospective transfer students are urged to file an Application for Admission to ISU early. (See Admission Section of this catalog.) All students with 45 hours or more (transfers, re-admits, or change-of-majors) must contact the Program Coordinator prior to any registration period to determine their eligibility for enrolling in courses in the Program. Advanced registration is encouraged.

### COMPREHENSIVE ELEMENTARY EDUCATION MAJOR

#### The CORE Program:

- 52 hours required. Part of entitlement program leading to certification: elementary K-9.
- Required courses: C&I 103, 250, 251, 252, 253; EAF 228 or 231 or 235.

**Competency in Basic Skills:** All students are required to pass Basic Skills Competency Examinations. (See coordinator of Elementary Education for specific details.)

The student must take C&I 103, the purpose of which is to acquaint the student with the personal qualifications and academic requirements necessary for teaching. It will acquaint students with the academic policies and procedures of the University and assist them in making basic course selections to satisfy University Studies requirements, general education certification requirements, and major requirements in professional education. The Basic Skills Competency Examinations also will be administered in this course.

The formal coursework is taken through the on-campus CORE units. This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each on-campus CORE unit is 12-14 hours of course work, and lasts for a semester. A CORE is a unified program of course work and classroom experiences taught by a team of Elementary Education teachers and instructors from other departments and represents three

major curriculum areas: CORE I — the Arts, CORE II — Communication Skills, and CORE III — the Natural and Social Sciences. The student enrolls for these in sequence. Each CORE covers: (1) a common content, such as the arts; (2) knowledge about the physical, cognitive, social and creative development of children; (3) knowledge about the school curriculum and organization; and (4) pre-student teaching clinical experiences. The final semester is spent off campus in a Clinical Center. This provides a wide variety of direct experience with children in various socio-economic and ethnic groupings. With one exception all major work is contained within the CORE units, but the students will be assisted in planning other coursework to fulfill the various degree requirements. The course requirement not contained in the CORE is EAF 228 or 231 or 235.

**Electives in Elementary Education:** In addition to the courses required for the major in the CORE Program and the course work required in University Studies, the student will have general elective courses from which to choose. A student, in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the requirements for graduation. Electives may be selected from the total catalog of courses provided the student meets the prerequisites for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study or take a minor or second major by following the appropriate program requirements as stated in this catalog.

## Junior High/Middle School Education Program

Degrees Offered: B.A., B.S., B.S. in Ed.

### COMPREHENSIVE JUNIOR HIGH/MIDDLE SCHOOL EDUCATION MAJOR

**Professional Requirements:**

- 30 hours in Professional Education required. Part of entitlement program leading to certification: Elementary K-9.
- Required courses: C&I 130, 131, 132, 210, 233, 333, 390, 395, 399 (8 hours of Student Teaching); EAF 228 or 231 or 235; SED 306.

**Program Requirements:** These requirements may, in very large part, be met by course work taken for University Studies and to meet certification requirements falling under General Education.

The Program Requirements in addition to those requirements as stated in the catalog section Approved Teacher Education Programs-Junior High/Middle School are:

- Completion of ENG 101, 145, and COM 110 in the 9 hours of Language Arts requirements.
- Completion of BSC 145 and HPR 180 in the Health and Physical Education requirements.

**Specialization Requirements:**

- Appropriate preparation in one or more areas of teaching specialization listed below is required.

The major in Junior High/Middle School Education, a program of professional development for those who wish to teach at the junior high/middle school level of education, consists of three broad areas of preparation. These are: General Education, requirements for certification which are listed in the section on Teacher Education; Professional Education, requirements which are listed above; and Teaching Specialization requirements, the character of

which are described below. Upon satisfactorily completing this program, the student will meet the State of Illinois requirements for Elementary certification (K-9). In addition, graduates may, by completing (a) sufficient hours in a specialization, and (b) teaching experience, qualify by transcript evaluation for an Illinois State High School Certificate (6-12).

An adviser in the Department of Curriculum and Instruction will assist the major in planning coursework in behalf of one or more areas of teaching specialization. The individual may prepare for teaching in any of the typical subject areas of the junior high/middle school. Designed consistent with the instructional needs of junior high/middle school teachers, the areas of teaching specialization from which the major may choose include: language arts-reading, social studies-reading, language arts-social studies, science, mathematics, physical education, health, home economics, industrial arts, art, music, reading. Work in the language arts-reading, social studies-reading, language arts-social studies, and science areas will range from 30 to 38 hours. In all other fields, preparation will consist of 20 to 27 semester hours' work, depending on whether the given field is the student's first or second area of specialization. Unlike preparation for senior high school teaching, the junior high/middle school demands broad preparation across the several disciplines that constitute a subject area at this level. To meet these broad field demands in their selected teaching areas, pre-service teachers in the Illinois State program are guided through coursework that is specifically attuned to the curriculum requirements of the junior high/middle school.

A primary feature of the Junior High/Middle School Program is the experience that the pre-service teacher gains in working with early adolescent youth in the school environment. Simultaneously with the coursework in the categories described above, the student in the program engages in a variety of clinical experiences working with pupils in area junior high/middle schools. In fulfilling its strong commitment to early adolescent education, Illinois State University—one of only two universities in the State with programs for the special preparation of teachers for the junior high/middle school—works closely with these schools to provide maximal opportunities for majors in the development of teacher-pupil interaction skills. The prescribed and voluntary internship activity aids the student in making the transition from pre-service to in-service teaching much more effectively and expeditiously. This activity and the other features of this specialized program combine to provide a comprehensive and thorough undergraduate program for teachers as specialists at a school level where few exist.

Certification standards and standards for school recognition by the Illinois State Board of Education relating to the qualifications of teachers as well as those for member schools of the North Central Association are met and considerably exceeded by graduates of the Junior High/Middle School Teacher Education Program at ISU.

**Urban Education Study:** Students wishing preparation for working with urban populations may elect to complete Urban Education. Urban Education is not a certified area but is an elective option available to students in elementary education, junior high school, special K-12, high school, early childhood, and special education programs. Course content and clinical experiences are individually designed in keeping with the specific teacher education program of the student.

The following includes both on and off campus coursework experiences in both school and non-school educational settings, and in agency activities: C&I 232 - Education in the

Inner City: An Introduction (3 hrs.), C&I 312 - Urban Field Experiences (6 hrs. off-campus), and on a rotating schedule C&I 318 - School and Community (3 hrs. off-campus), C&I 332 - Education in the Inner City (3 hrs. off-campus) and C&I 355 - Alternatives in Education (3 hrs. off-campus). The following substitutions can be made: Secondary Education students receive credit for 200.03 in the professional sequence, and Special Education majors receive credit for C&I 295 - Senior Seminar. Secondary Education students must complete the program prior to student teaching in order to receive credit for 200.03. Students in all other programs may complete the program before or after student teaching.

## Curriculum and Instruction Courses

### 103 INTRODUCTION TO ELEMENTARY EDUCATION 1 F.S

*Elem Educ maj only. 2.4 cumulative GPA and 45 sem hrs req. Min C in ENG 101 and in COM 110 req. Conc reg in C&I 250 req. Cr/No Cr only.*

Personal qualifications, attitudes, and academic requirements for teaching are examined. Basic skills competency examinations are included.

### 105 A SOCIETY OF LEARNERS 3 F.S.Summer

The nature, structure, and functions of schools and schooling, and their effects on individuals and society.

### 110 INTRODUCTION TO MULTICULTURAL EDUCATION 3 US-7 F.S.Summer

Exploring the theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels.

### 130 INTRODUCTION TO EARLY ADOLESCENT EDUCATION 1 F.S

*Incl Clin Exp.*

Develops the distinctive role of early adolescent education in the public school, contrasted with elementary and senior high school education.

### 131 THE EARLY ADOLESCENT IN THE SCHOOLS 1 F.S

*C&I 130 or conc reg req. Incl Clin Exp.*

Provides the pre-service teacher of early adolescent youth with an understanding of the unique characteristics of junior high/middle school pupils. A practicum experience is required.

### 132 THE TEACHER IN THE JUNIOR HIGH/ MIDDLE SCHOOL 1 F.S

*C&I 130, 131, or conc reg req. Incl Clin Exp.*

Provides an overview of the unique roles and responsibilities of the teacher of early adolescents in a classroom setting.

### 200 PROFESSIONAL SEQUENCE 1-8 F.S

*C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp. Materials charge optional. Two options are available in the program. Students, with C&I secondary faculty consent, may enroll in C&I 200 and work independently. Grading for this option is Credit/No Credit.*

*As a second option, the Sequence is broken into class segments of 200.01, 200.02, (comparable to C&I 216) 200.03, (Adm. to Teacher Ed req.) and 200.04 (comparable to SED 218). The first three (200.01, 200.02, 200.03) must be taken sequentially. The segment 200.04 may be taken at any stage of the*

program. **Grading for the second option is on an A-F system.** With either option, students must complete 6 hrs. of identified sections prior to or concurrently with the departmental methods courses. Students who do not complete all professional sequence work within a period of six academic semesters (excluding summers) may be required to demonstrate the competencies required in the current sequence program.

Basic principles and techniques of teaching, developmental and remedial aspects of high school reading and organization and administration of American public education, including topics related to mainstreaming and multicultural education.

**210 CHILD GROWTH AND DEVELOPMENT 3 F.S**

*PSY 111 req. Not for credit if in Elementary Education Core program. Not for credit if had PSY 112. Incl Clin Exp.*

Physical, social, emotional and mental development of the child from conception through adolescence; methods of studying children and their behavior.

**216 SECONDARY EDUCATION 4**

*C&I 210 or PSY 215 (grade of C or better req) or conc reg req. Incl Clin Exp. Materials charge optional.*

Basic principles and techniques of teaching; learning goals and their function, subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, procedures for evaluating and reporting results, and topics in mainstreaming and multicultural education.

**232 EDUCATION IN THE INNER CITY: AN INTRODUCTION 3 F.S**

*Incl Clin Exp.*

Social, economic, and cultural forces that contribute to deprivation in urban areas; their specific relationship to education. Activities within the local community emphasized.

**233 THE JUNIOR HIGH/MIDDLE SCHOOL IN AMERICAN EDUCATION 1 F.S**

*C&I 130, 131, 132, or conc reg req. Incl Clin Exp.*

Survey of organizational structure of American public education and provisions for early adolescent education; teacher certification and qualifications; teacher supply and demand at this level.

**250 CORE I - THE ARTS 14 F.S**

*Elementary education maj only. Overall GPA of 2.4 and 45 semester hours req. Minimum of C in Eng 101 and in Com 110 req. Incl 45 hrs Clin Exp. Materials charge optional. Students responsible for transportation to Clin sites.*

Modern programs, materials, and techniques of teaching art (3 hrs.); creative drama (3 hrs.); music (3 hrs.); and physical education (2 hrs.) in elementary school. Child growth (2 hrs.) and curriculum (1 hr.).

**251 CORE II - COMMUNICATION SKILLS 12 F.S**

*C&I 250 req. Overall and maj. GPA of 2.4 req. Incl 12 hrs Clin Exp. Students responsible for transportation to clin sites. Materials charge optional. Adm. to Teacher Ed. req.*

Modern programs, materials, techniques of teaching reading (3 hrs.); language arts (3 hrs.); and children's literature (2 hrs.), in elementary school. Child growth (1 hr.), curriculum (2 hrs.), and measurement (1 hr.).

**252 CORE III - NATURAL AND SOCIAL SCIENCES 12 F.S**

*C&I 103 and 251 req. Overall and maj GPA of 2.4 req. Teacher Certification courses in mathematics, science, and social science req. Incl 60 hrs Clin Exp. Students responsible for transportation to clin sites. Materials charge optional.*

Modern programs, materials, and techniques of teaching mathematics (3 hrs.); science (3 hrs.); and social studies (3 hrs.) in elementary school. Curriculum (1 hr.) and measurement (2 hrs.).

**253 CORE IV - THE CLINICAL CENTER PRACTICUM 10 F.S**

*C&I 252 req. Overall and maj GPA of 2.4 req. Students responsible for transportation to Clin Ctr Prac sites. Materials charge optional.*

Participation in a partnership among Illinois State University, public school districts, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

**260 CORE III - THE ARTS IN EARLY CHILDHOOD EDUCATION 8 S**

*C&I 262 req. Conc reg in C&I 300 and SED 374. Incl Clin Exp. Materials charge optional.*

Modern programs, materials, techniques of teaching art, creative drama and music in ECE programs. Child growth and curriculum.

**261 CORE I - COMMUNICATION SKILLS IN EARLY CHILDHOOD EDUCATION 8 S**

*ECE maj only. Incl Clin Exp. Overall GPA of 2.0 and 40 credit hours req. Conc reg in C&I 301 and SED 145. Materials charge optional.*

Modern programs, materials, techniques of teaching pre-reading, language arts and literature in ECE programs. Child growth, and curriculum.

**262 CORE II - NATURAL AND SOCIAL SCIENCES IN EARLY CHILDHOOD EDUCATION 8 F**

*C&I 261 conc req in HEC 231 and PSY 347 req. Incl Clin Exp. Adm to Teacher Ed req. Materials charge optional.*

Modern programs, materials and techniques of teaching mathematics, science and social studies in ECE programs. Child growth and curriculum.

**263 CORE IV - THE CLINICAL CENTER PRACTICUM 8 F**

*C&I 260 req.*

Participation in a partnership among Illinois State University, ECE programs, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

**270 ELEMENTARY SCHOOL CURRICULUM 4 F.S**

*SED 220 or conc reg req. Incl Clin Exp. Not for credit if in Elementary Education Core Program.*

Development of elementary school curriculum and classroom organization. Current teaching strategies and materials for language arts, science, and social studies.

**280 MIDDLE GRADE CURRICULUM 4 F.S**

*SED 220 or conc reg req. Incl Clin Exp. Not for credit if in Elementary Education Core Program.*

Methods and materials in intermediate grades; language arts; arithmetic, science and social studies; instructional problems for teachers; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal.

**295 SENIOR SEMINAR IN ELEMENTARY EDUCATION 3 F.S**  
*C&I 270 or 280 or 390 req. Not for credit if in Elementary Education Core Program. One section may be designated for post-field based SED maj only. Formerly C&I 298.*

Seminar focuses on developing professional articulation for education students of senior standing who plan to seek employment in the near future. Topics covered include: school and society, the employable teacher, parent oriented concerns, law and finance for classroom teachers as well as those of concern to participants. Emphasis is placed upon preparing the student for entry into the job market.

**300 EDUCATIONAL ROLE OF PLAY IN EARLY CHILDHOOD 3 S**  
*Incl Clin Exp.*

Emphasizes the process of play and its relationship to personal and cognitive development during the first eight years of life. Historical and current theories of play.

**301 PREKINDERGARTEN EDUCATION - PRINCIPLES AND PRACTICES 3 F.S**  
*Incl Clin Exp.*

Principles and practices of planning, teaching, and evaluating prekindergarten programs. Emphasizes living-learning experiences, activities, materials, and equipment appropriate for children in prekindergarten environments.

**312 URBAN FIELD EXPERIENCE 3 or 6 F.S**  
*Incl Clin Exp.*

An off-campus, community-based experience in urban schools, local community agencies and state and private institutions serving youth.

**317 DIAGNOSTIC TEACHING TECHNIQUES IN ELEMENTARY READING AND LANGUAGE ARTS 4 F.S**  
*Conc reg in C&I 253 req. Not for grad credit. Offered only at Clin Ctr sites. Incl Clin Exp. Students responsible for transportation to clin sites.*

Extending, interpreting, and applying reading and language arts principles and skills. Experiences with individual pupils and groups provided.

**318 SCHOOL/COMMUNITY INVOLVEMENT 2-6 F.S**  
*Conc reg in C&I 253 or 263 req. Incl Clin Exp. Students responsible for transportation to clin sites.*

Involvement with community programs and schools. Student assumes the role of a volunteer participant under the guidance and supervision of a professor and a designated agency or school representative.

**333 JUNIOR HIGH/MIDDLE SCHOOL 3 F.S**

Philosophy, functions, curricula of early adolescent education as implemented in junior high/middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools.

**354 DEMONSTRATION TECHNIQUES IN ELEMENTARY SCHOOL SCIENCE 2 S**  
*C&I 252 or cons inst req.*

Basic theory, rationale, and principles of effective demonstration science teaching in elementary school science. Includes analysis, synthesis, and utilization of both commercial and individually constructed demonstration apparatus and materials. Students will develop and use demonstration materials.

**390 JUNIOR HIGH/MIDDLE SCHOOL CURRICULUM 3 F.S**

*Incl Clin Exp. Adm. to Teacher Ed req.*  
 Methods and materials for teaching-learning experiences at this school level; instructional strategies; classroom management; guidance techniques; and pupil evaluation.

**395 CURRICULAR DESIGNS, EVALUATION AND PROBLEMS IN EARLY ADOLESCENT EDUCATION 3 F.S**  
*Incl Clin Exp.*

Study of curriculum designs, principles of curriculum development, and problems encountered by practitioners in early adolescent education.

**398 PROFESSIONAL PRACTICE: SCHOOL/COMMUNITY INVOLVEMENT 2-6**

## EDUCATIONAL ADMINISTRATION AND FOUNDATIONS (EAF)

**331 DeGarmo Hall**

**Chairperson:** Mary Ann Lynn.

**Faculty:** Professors: Brickell, Chambers, Dunifon, Franklin, Halinski, Hickrod, Laymon, Lovell, Lynn, McCarthy, McGrath, Riegle Thomas. Associate Professors: Eisele, Hines, Nelson, Stern, Strand. Assistant Professor: Arakapadavil.

## Educational Administration and Foundations Courses

The Department of Educational Administration and Foundations offers courses at the undergraduate level to facilitate teacher education programs. For a complete description of the department's graduate program and offerings, consult the *Graduate Catalog*.

**228 SOCIAL FOUNDATIONS 3 F.S**

Education as a social process and function, social origins of contemporary educational problems.

**231 INTRODUCTION TO PHILOSOPHY OF EDUCATION 3 F.S**

Philosophical inquiry into educational policies and practices.

**235 HISTORICAL FOUNDATIONS 3 F.S**

Inquiry into the history of American public schooling.

**326 SELECTED TOPICS IN THE PHILOSOPHY OF EDUCATION 1-3 S**

*EAF 231 or upper level PHI course or cons inst req.*  
*May be repeated.*

**331 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION 3 F.S**

*C&I 300 or 301 req.*

Emphasis given to major events and theories having an impact on Early Childhood Education in its contemporary form.

# SPECIALIZED EDUCATIONAL DEVELOPMENT (SED)

109 Fairchild Hall

**Chairperson:** Ray E. Eiben.

**Faculty:** Professors: Bauer, Bommarito, Bowen, Bowren, Caldwell, Eiben, Greif, Hemenway, Lee, Livers, Meyering, Miller, Milliren, Morreau, Price, Rex, Stearns. Associate Professors: Baker, Cochran, Jones, Rittenhouse, Tucker. Assistant Professors: Breedlove, Bruyere, Coe, Foltz, Francis, Gray, Jackson, Lian, McAnally, McCarty, Noyes, Smith, Stephens, Terry. Instructors: Ankney, Buscher, Carney, Carpenter, Carter, Clark, Colter, Crain, Cummings, Erlenbaugh, Erloe-Reep, Fulk, Gottlieb, Groves, Harn, Hecker-Cain, Hildreth, Jun, Lartz, Lederman, Leisch, Ormsby, Piwowarski, Sessions, Trowbridge, Webber-Davis, Webster, Weddig, Welter.

## Special Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

**Admission to Special Education Programs:** Since more students desire admission to Special Education programs than can be accommodated, students are admitted on a selective basis. Specific information on admissions policies and practices is available from the Department of Specialized Educational Development. While students may be admitted as Special Education majors, they must also be admitted to one of the sequences specified below.

**Professional Requirements Applicable to All Special Education Programs:** All students in Special Education complete 22 to 40 hours in Professional Requirements, that are specified for each sequence below, in addition to the requirements for their specific sequence. Students in STT 399 (Student Teaching) receive 8-16 hours of credit dependent upon the Special Education Sequence in which they are enrolled. Undergraduates in Special Education must be admitted to Teacher Education prior to enrolling in the following courses: SED 224, 245.04, 245.06, 245.07, 321, 322, 345, 346, 349, 350, 351, 354, 355, 356, 357, 358, 359, 372, and 385.

### COMPREHENSIVE SPECIAL EDUCATION MAJOR

**Learning and Behaviorally Disordered Sequence:** Sequence Requirements: 46 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; at least 5 hours of MAT electives; MUS 371; PSY 247; SAS 323; PAS 115; SED 301, 321, 322, 380. Professional requirements: 32 hours including C&I 210 or PSY 112; C&I 216 or 270 or 280 or 390; EAF 228 or 231 or 235; SED 145, 220, STT 399 (16 hours). Of the 16 hours of STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours must be at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 321 and 322. Grade of C or higher in SED 301, 321, 322 and PSY 247 required before student teaching.

**Deaf and Hard of Hearing Sequence:** Sequence Requirements: 43 hours required in addition to Professional

Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101; BSC 181, 182; ENG 170 or COM 306 or 307; ENG 241 or 243 or 341; SED 330, 353, 354, 355, 359; PAS 311, 350, 351, 372. Professional Requirements: 40 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 232, 334, 346; SED 145, 220, STT 399 (15 hours). Of the 15 hours of STT 399 required in this sequence, one experience must be at the elementary level, and one experience must be at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 354, 355, and 359. Grade of C or higher in SED 330, 331, 353, 354, 355, 359 required before student teaching.

**Mentally Handicapped, Educable Sequence:** Sequence Requirements: 41 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 301, 321, 343, 346; PAS 115. Professional Requirements: 36 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 220, STT 399 (16 hours). Of the 16 hours of STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 321 and 346. Grade of C or higher in SED 301, 321, 343, 346 required before student teaching.

**Mentally Handicapped, Trainable Sequence:** Sequence Requirements: 37-39 hours required in addition to Professional Education requirements. Part of entitlement program leading to certification: Special K-12. Required courses: SED 145, 244, 245.02 (3 hours), 245.03 (1 to 3 hours), 313, 314, 315, 343, 345, 370, 372, 373, 380; HPR 382; PAS 115. Professional Requirements: 22 hours including C&I 210; EAF 228 or 231 or 235; STT 399 (16 hours), with 8 hours at the elementary level and 8 hours at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 345 and 372. Grade of C or higher in SED 244, 245.02, 245.03, 343, 345, 372 required before student teaching. A concentration in the education of the Severely/Profoundly Handicapped is available with the approval of the student's SED adviser.

**Physically Handicapped Sequence:** Sequence Requirements: 41 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182, 183, 381; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245.01, 301, 349, 385; PAS 115. Professional Requirements: 34 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 220, STT 399 (16 hours). Of the 16 hours in STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours at the junior high/high school level. Admission to Teacher Education is required prior to enrollment in SED 349 and 385. A grade of C or higher in SED 245.01, 349, 385 required before student teaching.

**Visually Handicapped Sequence:** Sequence Requirements: 63 hours required in addition to Professional Requirements. Part of entitlement program leading to certification: special K-12. Required courses: ART 101, 207; BSC 181, 182, 382; BEA 112 or Proficiency Examination; ENG 170 or COM 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 245.04, 301, 350, 351, 352, 356, 357, 358; PAS 115. Professional

Requirements: 27 hours including C&I 210, 270 or 280 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 220, STT 399 (8 hours). Admission to Teacher Education is required prior to enrollment in SED 245.04, 350, 351, 356, 357, and 358. A grade of C or higher in BEA 112 (or Proficiency), BSC 382, SED 245.04, 350, 351, 352, 356, 357, 358 is required for student teaching.

**Concentration in Criminal Justice Science:** A B.A. or B.S. in Education with a concentration in Criminal Justice Sciences requires completion of the Special Education major in Learning and Behavioral Disorders, the Educable Mentally Handicapped or Mildly Handicapped entitlement sequence plus twelve hours in the Department of Criminal Justice Sciences as determined by the advisement process.

### MINOR IN READING For Teacher Education

— 24 hours required, including 12 hours in reading, 3 hours in measurement, and 9 hours of directed electives.

*Note: 12 hours in reading in categories designated by the State of Illinois, a literature course appropriate to the teaching level, and an additional approved reading course must be completed to meet the requirements of the Illinois State Board of Education Document Number One.*

— Required courses:

Reading (12 hours) including 3 hours selected from C&I 200, 251, and SED 218, 220; 6 hours selected from SED 301, 303, 304, 305, and 306, and 3-4 hrs from SED 302 or C&I 317.

Measurement (3 hours) selected from C&I 250, 251, 252, EAF 270, PSY 334.

Directed electives (9 hours) including 3 hours selected from C&I 210, 250, 251, 252, PSY 112, 215; 3 hours selected from ENG 241, 243, 245, 310, and 341; and an additional 3 hours selected by student with approval of faculty adviser from any of above listed courses.

## Specialized Educational Development Courses

### 109 HELPING RELATIONSHIPS 3 F.S

Development of human relations skills used in interpersonal communication, includes 2 hours lecture and 2 hours laboratory.

### 145 INTRODUCTION TO SPECIAL EDUCATION 3 F.S *Incl Clin Exp.*

Provides survey of all areas in special education as related to handicapped individuals.

### 218 SECONDARY-SCHOOL READING 2 *PSY 215 or C&I 210 req. Not for credit if reg in C&I 200.04.*

Developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators.

### 220 READING METHODS 3 F.S *C&I 210 or PSY 215 req. Not for credit if in Elementary Education Core Program. Incl Clin Exp.*

Instruction in, observation of, use of materials and techniques in teaching word recognition (including phonics), comprehension, and critical reading.

### 221 FUNDAMENTALS OF TEACHING SPECIAL EDUCATION 3 F.S

*Maj only or cons dept chair req. SED 145. Incl Clin Exp. Students responsible for transportation to clin sites. Materials charge optional.*

Introduction to teaching in special education including legal aspects, structure of services, roles of the teacher, background knowledge in classroom management/remediation.

### 222 SURVEY OF READING DIAGNOSIS 3

*C&I 251 or SED 220 req., ED or PSY measurement rec. Incl Clin Exp.*

Presents survey and diagnostic standardized reading tests and informal reading inventories as means of reading diagnosis with recommendations for instruction.

### 223 EDUCATIONAL ASSESSMENT OF MILDLY HANDICAPPED (LD/BD/EMH) STUDENTS 3

*PSY 234. Maj only or cons dept chair req. Materials charge optional.*

Techniques for gathering, analyzing and utilizing assessment data to develop individualized educational programs for mildly handicapped children and youth.

### 224 CURRICULUM AND METHODS FOR TEACHING MILDLY HANDICAPPED (LB/BD/EMH) STUDENTS 6

*Conc reg in SED 245.06, 245.07, 363. Maj only or cons dept chair req. Materials charge optional.*

Curriculum and materials for teaching academic and social skills; direct and systematic instruction, evaluation/adaptation of materials and media.

### 244 CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED 3 F.S

*Formerly SED 344.*

Analysis of curricular approaches, areas and levels as related to characteristics and needs of trainable mentally handicapped individuals.

### 245 FIELD WORK IN SPECIAL EDUCATION 1-6 F.S. Summer

*May be repeated. Includes clin exp. Students responsible for transportation to clin sites.*

Supervised clinical experiences in special education programs in schools, clinical facilities, community agencies, residential institutions. Topic .01 Physically Handicapped; Topic .02 Intro TMH & S/P HC; Topic .03 Educ of TMH; Topic .04 Visually Hand (Adm. to Teacher Ed. req.); Topic .05 Educ of S/PHC; Topic .06 EMH; Topic .07 LD/BD; Topic .08 Hearing Impaired.

### 301 LABORATORY READING METHODS 3 F.S

*SED 220 or C&I 251 or cons dept Chair req. Incl Clin Exp.*

Supervised clinical experiences in the diagnosis and instruction for special cases of severe reading disability. May include off-campus clinical experiences. Students responsible for transportation to clinical sites.

### 302 ADVANCED READING METHODS 3 F.S *SED 220 or C&I 251 or cons inst req.*

Practical problems using group evaluation. Techniques in selecting reading materials in elementary classrooms. Integrates reading with skill development activities.

|   |          |            |  |          |            |
|---|----------|------------|--|----------|------------|
| <b>303 PRACTICUM IN UNIVERSITY READING STUDY CENTER</b>   | <b>3</b> | <b>F.S</b> | <b>330 THE LANGUAGE OF SIGNS AND FINGERSPELLING</b>  | <b>2</b> | <b>F.S</b> |
| SED 218 or reading portion of C&I 200 or cons inst req.<br>Six hours each week. Incl Clin Exp.  |          |            | SED 145 or cons instr req. Laboratory required.  |          |            |
| Observation and participation to provide skills necessary for working in a reading-study center in high school, junior college and senior college.  |          |            | Beginning course in developing expressive and receptive skills in sign language and fingerspelling.  |          |            |
| <b>304 READING-DEVELOPMENT: EARLY ELEMENTARY</b>  | <b>3</b> | <b>F.S</b> | <b>331 AMERICAN SIGN LANGUAGE</b>  | <b>2</b> | <b>F.S</b> |
| C&I 251 or SED 220 or 306 req. Incl Clin Exp.   |          |            | SED 330 req.   |          |            |
| Extension and integration of the concepts and skills utilized in teaching reading and other subjects in the early elementary years.   |          |            | Advanced course in American Sign Language including conversational sign and sign linguistics.  |          |            |
| <b>305 PRE-FIRST GRADE READINESS FOR READING</b>  | <b>3</b> | <b>F.S</b> | <b>343 MENTAL RETARDATION</b>  | <b>3</b> | <b>F.S</b> |
| Core II or cons inst req. Incl Clin Exp.  |          |            | Medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects.   |          |            |
| This course enables the student to present pre-reading and beginning reading skills to pre-first grade children. A practicum experience is provided.  |          |            | <b>345 EDUCATION OF THE TRAINABLE MENTALLY HANDICAPPED</b>   | <b>3</b> | <b>F.S</b> |
| <b>306 READING DEVELOPMENT FOR EARLY ADOLESCENCE</b>  | <b>3</b> | <b>F.S</b> | SED 244 and 343 or conc reg req. Conc reg in appropriate clinical experience (SED 245.03 or 431) or cons inst req. Adm to Teacher Ed. req. Includes off-campus clinical experiences. Students responsible for transportation to clinical sites. Materials charge optional. |          |            |
| One section may be designated for Junior High/Middle School maj only. Incl Clin Exp.  |          |            | Classroom organization strategies, teaching methods and materials for curriculum content areas across the psychosocial, applied and cognitive domains for TMH individuals from birth through adulthood.  |          |            |
| Provides the junior high/middle school person with knowledge, skills, and abilities to work with the developmental reading growth of early adolescents. A practicum experience is provided. |          |            | <b>346 EDUCATION OF THE EDUCABLE MENTALLY HANDICAPPED</b>  | <b>4</b> | <b>F.S</b> |
| <b>313 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH VISUAL DISABILITIES</b>   | <b>1</b> | <b>F.S</b> | SED 321, 343 or cons dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req. Students responsible for transportation to clinical sites. Materials charge optional.   |          |            |
| Not for credit to students specializing in Visually Handicapped. Incl Clin Exp.   |          |            | Objectives, curriculum, and methods for teaching educable mentally handicapped individuals.  |          |            |
| Implications of visual disabilities for the individual in educational, travel, vocational and other settings.   |          |            | <b>349 EDUCATIONAL DIAGNOSIS AND TEACHING OF THE PHYSICALLY HANDICAPPED</b>  | <b>4</b> | <b>F.S</b> |
| <b>314 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH PHYSICAL DISABILITIES</b>   | <b>1</b> | <b>F.S</b> | SED 385 or cons inst req. Conc reg in appropriate clinical exp (245.01 or 431). Adm. to Teacher Ed. req. Formerly EDUCATION OF THE PHYSICALLY HANDICAPPED.   |          |            |
| Not for credit to students specializing in Physically Handicapped. Incl Clin Exp.   |          |            | Application of educational diagnosis to educational programming and teaching of physically handicapped individuals.  |          |            |
| Implications of physical disabilities for the individual in educational, travel, vocational and other settings.   |          |            | <b>350 INTRODUCTION TO VISUAL HANDICAPS</b>  | <b>3</b> | <b>F.S</b> |
| <b>315 SPECIAL ADAPTATIONS FOR INDIVIDUALS WITH HEARING DISABILITIES</b>  | <b>1</b> | <b>F.S</b> | SED 145 or cons dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req.  |          |            |
| Not for credit to students specializing in Hearing Disabilities. Incl Clin Exp.   |          |            | Nature and needs of the visually handicapped, infants to adults.   |          |            |
| Implications of hearing disabilities for the individual in educational, travel, vocational and other settings.  |          |            | <b>351 EDUCATION AND ASSESSMENT OF THE VISUALLY HANDICAPPED</b>  | <b>3</b> | <b>F.S</b> |
| <b>321 DIAGNOSIS AND ASSESSMENT OF MILDLY HANDICAPPED (LD/BD/EMH) STUDENTS</b>  | <b>5</b> | <b>F.S</b> | SED 350 and 356, or cons dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req. Students responsible for transportation to clinical sites.  |          |            |
| Materials charge optional. Maj only or cons of dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req.  |          |            | Application of educational diagnosis to educational programming and instruction of visually handicapped individuals.   |          |            |
| Generation, analysis, synthesis, and application of data in planning educational programs for mildly handicapped (LD/BD/EMH) students.  |          |            | <b>352 BRAILLE READING AND WRITING</b>   | <b>3</b> | <b>F.S</b> |
| <b>322 EDUCATION OF THE LEARNING AND BEHAVIORALLY DISORDERED</b>  | <b>5</b> | <b>F.S</b> | BEA 112 or proficiency in typing, or cons dept chair req. Materials charge optional.   |          |            |
| Materials charge optional. SED 321 or conc reg req. Maj only or cons dept chair. Incl Clin Exp. Adm. to Teacher Ed. Req. Students responsible for transportation to clinical sites.         |          |            |  |          |            |
| Development and delivery of educational programs and methods for individuals identified as learning or behaviorally disordered.   |          |            |  |          |            |

**353 EDUCATION OF THE DEAF 2 F.S**  
*SED 145 or cons dept chair req. Incl Clin Exp. Materials charge optional.*

Psychological, social, historical and educational problems relating to education of the hearing impaired.

**354 THE TEACHING OF SPEECH TO THE DEAF 4 F.S**  
*SED 355, PAS 311 or cons dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req.*

Principles and techniques of developing and teaching speech to hearing impaired students at all school levels.

**355 THE TEACHING OF LANGUAGE TO THE DEAF 4 F.S**  
*SED 330, 353 or cons dept chair req. Incl Clin Exp. Adm. to Teacher Ed. req.*

Principles and techniques of teaching language to hearing impaired students at all school levels.

**356 COMMUNICATION SKILLS FOR THE VISUALLY HANDICAPPED 3 F.S**  
*BEA 112 or equiv and SED 352 req. Formerly BRAILLE READING AND WRITING II. Adm. to Teacher Ed. req. Materials charge optional.*

Preparation in reading and writing using Nemeth Code in teaching mathematics and communication skills to visually handicapped individuals.

**357 ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS 2 F.S**  
*Adm. to Teacher Ed. req.*

Practicum in basic daily living skills and rudimentary mobility techniques.

**358 READING BY BRAILLE AND OPTACON 3 F.S**  
*SED 220, 352 req. Includes lab. Not for grad cr. Adm. to Teacher Ed. req.*

Development of competencies to teach reading to the blind. Instructional techniques, materials, Optacon equipment emphasized.

**359 THE TEACHING OF READING AND SCHOOL SUBJECTS TO THE DEAF 4 F.S**  
*SED 355 req. Incl Clin Exp. Adm. to Teacher Ed. req.*

Teaching reading to hearing impaired students at all school levels, with practicum in reading and other core subjects.

**360 FOUNDATIONS OF SCHOOL COUNSELING 3 F.S**  
*Backgrounds, philosophy, and services in school counseling programs. Appraisal, informational and counseling services. Role of the classroom teacher, organization of counseling activities.*

**361 STUDENT PERSONNEL WORK IN HIGHER EDUCATION 3 F.S**

Fundamental concepts, organization, and administration of higher education student personnel work. The student personnel worker as a facilitator in the changing educational scene.

**362 BASIC SKILLS IN COUNSELOR EDUCATION 3 F.S**

*Lecture and laboratory.*

Introduction to, and laboratory practice in, the basic procedures and skills of counseling.

**363 CHILD, FAMILY, AND COMMUNITY RELATIONSHIPS 3 F.S**

Theories and techniques of child-management, consultation procedures, parent and family education, and parent involvement within the school and community agencies and institutions.

**370 INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED 3 F.S**  
*Materials charge optional.*

Procedures for determining individual behavioral needs, designing instructional sequences, implementing behavior change programs, and evaluating effects of programs for disabled individuals.

**371 EDUCATION OF SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS 3 F.S**  
*Incl Clin Exp. Materials charge optional.*

Implementation of educational programs for severely and profoundly handicapped individuals. Observation and participation required.

**372 EDUCATIONAL DIAGNOSIS OF SEVERELY AND PROFOUNDLY HANDICAPPED INDIVIDUALS 3 F.S**

*Materials charge optional. Adm. to Teacher Ed. req. Incl Clin Exp.*

Application of diagnostic skills to the assessment of severely and profoundly handicapped individuals, designing individualized programs, and evaluating client progress and program effectiveness.

**373 SPECIAL EDUCATIONAL INTERVENTION WITH PARENTS OF HANDICAPPED INDIVIDUALS 3 F.S**

*C&I 210, a teaching methods course, or equivalent req.*

Theoretical and practical aspects of providing special educational intervention to parents of handicapped learners.

**374 EDUCATIONAL ASSESSMENT OF THE PRESCHOOL HANDICAPPED CHILD 3 F.S**

*SED 145 or cons. inst. req. Materials charge optional.*

Techniques and issues involved in gathering, analyzing and synthesizing data for developing and monitoring individualized educational programs for preschool handicapped children.

**380 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3 F.S**

*Also offered as IT 307. Materials charge optional.*

Diagnosis and instruction of exceptional students who are placed in occupational education. Synthesizing employment and education for exceptional students.

**385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION 3 F.S**

*BSC 381 or HPR 282 req. Also offered as HPR 385. Lecture and laboratory. Incl Clin Exp. Adm. to Teacher Ed. req.*

Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.

# UNIVERSITY-WIDE TEACHER EDUCATION PROGRAM REQUIREMENTS

This section of the catalog provides information needed by students in teacher education programs. Students seeking further information or clarification on information presented here should contact the Office of Clinical Experiences and Certification Processes (CECP) or the Assistant Dean in the College of Education, both located in DeGarmo Hall. A copy of ISU's Teacher Education Handbook is provided to each teacher education major by the CECP office.

Each student who completes a bachelor's degree program in an approved teacher education program, and who is recommended for certification by the Dean of the College of Education as having completed all requirements (general education, professional education, and field of study or area of specialization) is eligible for a teaching certificate and endorsement in the State of Illinois. When a student has completed all of the requirements for a degree, including a recommendation from the Dean of the College of Education, the Evaluation Office at Illinois State University will send to the student the documentation necessary to receive the appropriate Illinois Teaching Certificate.

Students who have already completed one or more non-teaching degrees and now seek admission to teacher education are advised to seek admission to the University as a candidate for a second bachelor's degree. Subsequent transcript analysis may determine that a second degree is not required. In this instance, the student who received a degree from a state teacher education approved institution will be allowed to complete the requirements for certification without completing the requirements of the second bachelor's degree. Students are advised that the teacher education certification requirements provided here are for Illinois and that they should check certification requirements for other states if they desire to be certified for teaching elsewhere.

Students who complete a bachelor's degree program in teacher education at Illinois State University also have their transcripts stamped, *Student has completed a state and NCATE approved program in teacher education.* (NCATE is the National Council for Accreditation of Teacher Education). This statement indicates that the program has received state approval and national accreditation. This status usually makes it easier to obtain a teaching certificate in another state. NOTE: Experienced teachers may be eligible for certificates from the Illinois State Board of Education by transcript evaluation. This certificate is not associated with an NCATE program, does not have the endorsement of the institution granting the course credit, and is not as readily recognized by other states.

Students interested in completing a teacher education program at Illinois State must (1) be admitted to teacher education, (2) complete general education, professional education including a minimum of 100 clock hours of approved pre-student teaching clinical experiences, field of study or area of specialization coursework appropriate to the early childhood education, elementary, junior high school, high school, special K-12, or special education curriculum, (3) successfully complete student teaching or practicum, (4) have a 2.50 GPA in all work taken at Illinois State to be recommended for certification by the Dean of the College of Education, and (5) be recommended for certification by the Dean of the College of Education.

To receive an Illinois teachers certificate, an individual must be a U.S. Citizen or have a Declaration of Intent for citizenship.

## Council for Teacher Education

Five colleges of Illinois State University offer bachelor degree programs that lead to teacher certification in the State of Illinois. These five colleges include the College of Applied Science and Technology, the College of Arts and Sciences, the College of Business, the College of Education, and the College of Fine Arts. The Council for Teacher Education is responsible for developing policies for teacher education and for providing avenues of communication among all of the areas of the university concerned with teacher education. The Dean of the College of Education serves as the University's certification officer and is responsible for maintaining the relationship between campus programs and state certification officials.

## Admission-Retention Program

The following policies concerning admission-retention in teacher education apply to all students pursuing teacher education programs in any department of any college of the University.

The Office of Clinical Experiences and Certification Processes administers the procedures for admission to teacher education based upon eligibility requirements established by the Council for Teacher Education. Additional departmental and academic major requirements for admission to teacher education may be established by departments with approval of the Council for Teacher Education. A student should obtain information about departmental and academic major requirements from the department of the student's major field.

Maintaining the qualification requirements for admission to teacher education are required for enrollment in the selected major courses and for enrollment in student teaching.

A student will not be assigned to student teaching unless formally admitted to teacher education and all stipulated prerequisites for student teaching are satisfied.

## Admission Program

### Eligibility for Admission to Teacher Education:

- Students, including those who transfer to Illinois State, must be registered in an education major or sequence as identified in this catalog.
- Application for admission to teacher education should be made after the completion of 45 hours, at least 12 of which must be graded hours and must be earned at Illinois State University.
- Students must meet the grade point average requirements for admission to teacher education described below at the time of admission and must maintain the average for the remainder of the program. A student must have an Illinois State University cumulative grade point average of 2.50 or higher for all undergraduate credit. A student also must have a 2.20 or higher grade point average in courses taken at ISU which fulfill the requirements of the major including all professional education courses when professional education courses are listed separately in the catalog. Students enrolled in the Music, and and Speech Pathology and Audiology programs should confer with their departments regarding specific grade point average requirements for admission to teacher education.
- A student must demonstrate written communication skills in one of the following ways:

(1) The student must have earned a C or higher in English 101 at Illinois State.

(2) The student must have earned a C or higher in an equivalent English course taken at another university as approved by Illinois State.

(3) The student passes the English proficiency exam given by the Department of English at Illinois State.

e. A student must demonstrate oral communication skills in one of the following ways:

(1) The student must have earned a C or higher in COM 110 at Illinois State.

(2) The student must have earned a grade of C or higher in an equivalent Speech course taken at another university as approved by Illinois State.

(3) The student passes the speech proficiency exam given by the Department of Communication at Illinois State.

f. A student must satisfactorily pass a speech check conducted by the Department of Speech Pathology and Audiology.

g. A student must satisfy criteria for departmental approval for admission to teacher education.

**Procedures for Admission:** Meetings are held during the Fall and Spring Semesters for teacher education majors with 45 or more semester hours for the purpose of completing the application form for admission to teacher education. Students who do not attend these meetings must contact the Office of Clinical Experiences and Certification Processes as soon as they have completed 45 hours. Students should check with the major department regarding specific departmental procedures and requirements for admission to teacher education. Additionally, students may be requested to complete the following:

a. Interviews: All students should be available for interviews upon request.

b. Entrance, Psychological, or Aptitude Exams: Students may be requested to take certain examinations for the purpose of assessing potentiality for teacher preparation and educational careers.

Admission to Teacher Education is a prerequisite for enrollment in certain courses of the program. The prerequisite is listed in this catalog for each of the specified courses, and a complete listing of the courses is available from the Office of Clinical Experiences and Certification Processes. After application forms have been checked, students will receive formal written notification as to their admission or non-acceptance into the program. Students who are denied admission to teacher education or student teaching may file a petition for a hearing. Specific information regarding procedures for a hearing in accordance with the University's *Student Rights and Responsibilities* and with the policies of the Council for Teacher Education may be obtained in the Office of Clinical Experiences and Certification Processes.

## Retention Program

In recognition of its responsibility to the schools in which its graduates teach, the University maintains a program of selective retention of candidates for the teaching profession. Thus, the University seeks to avoid recommending a candidate for a student teaching assignment or for certification unless the candidate has good character, sound mental and physical health, academic competence in his or her overall studies, teaching field(s), and professional studies (see the requirements for student teaching).

## Approved Teacher Education Programs

The list below includes all undergraduate teacher education programs approved by the State of Illinois and the National Council for Accreditation of Teacher Education (NCATE).

**Early Childhood Education (children up to 6 years of age, exclusive of kindergarten).**

**Elementary: (K-9)** CORE; Junior High School.

**Secondary (6-12):** Agriculture; Biological Sciences; Business Education; Chemistry; Dance; English; French; Geography; German; Health Education; History (only); Home Economics; Industrial Education; Mathematics; Physical Education; Physics; Social Science (including History); Spanish; Speech Communication; Theatre; Traffic and Safety.

**Special (K-12):** Art; Music; Physical Education; Blind and Partially Seeing (Visually Handicapped); Deaf and Hard of Hearing; Educable Mentally Handicapped (Mentally Handicapped-Educable); Learning Disabilities—Social/Emotional Disorders (Learning and Behaviorally Disordered); Physically Handicapped; Speech and Language Impaired (Speech Pathology-Graduate Level)\*; Trainable Mentally Handicapped (Mentally Handicapped-Trainable).

\***Students of the Speech and Language Impaired program may take appropriate course work and enroll for student teaching at the undergraduate or graduate level, but State of Illinois certification is only given at the successful completion of the master's degree.**

All students enrolled in the University's approved teacher education programs should read carefully the High School, Special K-12, Junior High School, Elementary, Early Childhood Education, Special Education, or Speech Pathology section below. Particular attention should be given to the *general education requirements, professional education requirements* (including a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching); and *Field of Study or Area of Specialization (Major/Minor) requirements*.

**Teacher Education Major and Minor:** Teacher education majors may graduate with one major or any combination of majors and minors of his or her choice, unless restricted by department policy as stated in the Catalog. The following Teacher Education majors also require an education minor: Dance, Geography, Health, Theatre, and Traffic Safety. A teacher education major who meets all requirements for certification may also complete requirements for other majors or minors offered in the University and have them listed on his or her transcript.

## Early Childhood Education

**General Education Requirements:** The 78 hour general education requirement for an Early Childhood Education student includes:

9 hours in language arts.

7 hours in science.

7 hours in social science, including a course in American history and/or government.

8 hours in humanities including work in music and art.

3 hours in health and physical education.

All other requirements are met with careful planning within the Early Childhood Education major as described in the Catalog. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

**Professional Education and Field of Study Requirements:** Students may obtain a Comprehensive Early Childhood Education major through the Department of Curriculum and Instruction. Specific professional education and field of study requirements are available through

the Department of Curriculum and Instruction. Students who are enrolled as majors in Elementary Education or Home Economics Education may obtain a *minor* in Early Childhood Education. Specific professional education and field of study requirements are available from those departments. Information related to the Practicum for Early Childhood Education (major and minor) is available from the Office of Clinical Experiences and Certification Processes. All students must complete 100 clock hours of approved clinical experiences prior to the practicum experience. Students enrolled in the Early Childhood Education major and minor will be advised so that their programs include course work that will enable them to be employed in reimbursable programs in the Illinois public schools. Courses to meet the professional education requirement may not be taken for credit/no credit.

### **Elementary School (K-9)**

**General Education Requirements:** The 78-hour general education requirement for an Elementary Education student includes:

- 9 hours of language arts.
- 7 hours in science.
- 7 hours in social science, including a course in American history and/or government.
- 8 hours in humanities including at least 1 hour each in Music and Art.
- 5 hours in mathematics.
- 3 hours in health and physical education.

All other requirements are automatically met within the Elementary Education major as described in the catalog. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

**Professional Education and Field of Study Requirements:** Both of these requirements are described in the Elementary Education field of study section of this catalog. Students will also complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching. Courses to meet the professional educational requirement may not be taken for credit/no credit.

### **Junior High/Middle School**

**General Education Requirements:** The 78 hour general education requirements for a Junior High School student include:

- 9 hours of language arts.
- 7 hours in science.
- 7 hours in social science, including a course in American history and/or government.
- 8 hours in humanities, including at least 1 hour each in Music and Art.
- 5 hours in mathematics.
- 3 hours in health and physical education.

All other requirements to total 78 are met within the Junior High School program with careful planning. By following information available from the Office of Academic Advisement, students may meet 48 hours of these requirements in University Studies.

**Professional Education Requirements:** 27 hours in Professional Education are required: C&I 130, 131, 132, 390, 333; EAF 228 or 231 or 235, 233, SED 306; minimum of 100 clock hours of approved pre-student teaching clinical experiences; Student Teaching 399 (8 hours); Courses to meet the professional education requirement may not be taken for credit/no credit.

**Field of Study Requirements:** Students in the program may prepare themselves to teach in any of the subject areas of the Junior High/Middle School: language arts-reading, science, social studies, health, physical education, mathematics, industrial arts, home economics, art, music, reading. See the description for the Junior High/Middle School program in the Curriculum and Instruction section of this catalog. Students should confer with their academic advisers when selecting courses in the areas of concentration so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1. Document Number 1* minimum requirements need to be satisfied in order to teach in a Junior High and Departmentalized Upper Elementary Grades.

### **High School**

**General Education Requirements:** The following 42-hour general education requirement for high school teacher certification may be met within Illinois State's University Studies program so that, with appropriate course selections, a student meets both program requirements simultaneously:

- 8 hours of language arts.
- 6 hours of science and/or mathematics.
- 6 hours of social science including a course in American history and/or government.
- 6 hours in humanities.
- 3 hours in health and physical education.

Additional hours in any above fields and/or psychology (except educational psychology) to total 42 hours.

Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

**Professional Education Requirements:** Each student preparing to teach at the high school level (6-12) must complete the following program: 22 hours. Required courses: PSY 215 (3 hours); C&I 200 (8 hours) or 200.01, 200.02, 200.03, 200.04 (8 hours) or C&I 200.03, 216; SED 218 (8 hours); EAF 231 or 228 or 235 (3 hours); a minimum of 100 clock hours of approved pre-student teaching clinical experiences prior to student teaching; Student Teaching 399 (8-10 hours); courses to meet professional education requirements may not be taken for credit/no credit.

**Field of Study Requirements:** The approved teacher education major and minor or comprehensive major may be selected from the following programs which are described in detail in the undergraduate field of study section of the catalog.

Students who complete an education major in Dance, Geography, Health, Theatre, or Traffic Safety must also complete an education minor from the list below.

### **Field of Study:**

- Agriculture — Comp. Education Major.
- Anthropology — Education Minor
- Art Education Minor
- Biological Sciences
- Education Major, and Education Minor
- Business Education — Education Major, and Education Minor
- Chemistry — Education Major and Education Minor
- Dance — Education Major and Education Minor
- Economics — Education Minor
- English — Education Major, and Education Minor
- Ethnic and Cultural Studies — Education Minor
- French — Education Major and Education Minor

Geography — Education Major and Education Minor  
 German — Education Major and Education Minor  
 Health Education Major — Education Minor  
 History — Education Major and Education Minor  
 Home Economics Major — Teacher Education Sequence.  
 Industrial Technology Major — Industrial Education Sequence.  
 Journalism — Education Minor  
 Library Science Minor  
 Mathematics — Comp. Education Major, Education Major, and Education Minor  
 Music — Education Minor  
 Philosophy — Education Minor  
 Physical Education — Comp. Education Major, Education Major, and Education Minor  
 Physics — Education Major and Education Minor  
 Political Science — Education Minor  
 Psychology — Education Minor  
 Reading—Education Minor  
 Russian — Education Minor  
 Traffic and Safety— Education Major and Education Minor.  
 Social Sciences — Comp. Education Major  
 Sociology — Education Minor  
 Spanish — Education Major and Education Minor  
 Speech Communication — Education Major and Education Minor  
 Teaching English as a Second Language — Education Minor  
 Theatre — Education Major and Education Minor  
 Students should confer with their academic advisers when selecting courses in the minor area so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1*, which must be satisfied in order to teach in high schools in Illinois.

## Special (K-12) - other than Special Education

**General Education Requirements:** The following 42-hour general education requirements for special K-12 teacher certification may be met with appropriate course selection in Illinois State's University Studies program so that a student meets both program requirements simultaneously:

- 8 hours of language arts.
- 6 hours of science and/or mathematics.
- 6 hours of social science including a course in American history and/or government.
- 6 hours in humanities.
- 3 hours in health and physical education.
- Additional hours in any of the above fields and psychology (except educational psychology) to total 42 hours.

Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

**Professional Education Requirements:** Each student preparing to teach at the K-12 level must complete 22 hours in the following courses: PSY 215 or C&I 210 (3 hours); C&I 200 (8 hours) or C&I 200.01, 200.02, 200.03, 200.04 (8 hrs) or C&I 216, 215, SED 218 (8 hrs); EAF 231 or 228 or 235 (3 hours); minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites; Student Teaching 399 (minimum of 8 hours). Students enrolled in Special K-12 programs will be assigned to do student teaching in K-12 sites. Courses to meet the professional education requirement may not be taken for credit/no credit.

**Field of Study Requirements:** The approved teacher education program for students enrolled in the Special K-12 program may be selected from the following programs which are described in detail in the undergraduate field of study section in the catalog:

Art—Compr. Education Major.  
 Music—Compr. Education Major.  
 Physical Education—Compr. Education Major, Education Major.  
 Speech Pathology—Compr. Education Major (students must have a master's degree in the field to obtain the Illinois Certificate in Speech and Language and the ASHA clinical certificate.)

Students who complete one of the programs above and earn a K-12 certificate may teach only in that area. Students may complete any minor listed for the 6-12 certificate but may not teach in that area until a 6-12 certificate is granted through entitlement or transcript evaluation. Students should confer with their academic advisers when selecting courses in the *minor* area so that such courses may enable them to meet requirements of the Illinois State Board of Education *Document Number 1*. *Document Number 1* minimum requirements need to be satisfied in order to teach in high schools in Illinois.

## Special Education (K-12)

Students in Special Education may complete a sequence in any of the following areas: Learning and Behaviorally Disordered, Deaf and Hard of Hearing, Mentally Handicapped-Educable, Mentally Handicapped- Trainable, Physically Handicapped, and Visually Handicapped. To ensure full certification the pattern of preparation should include:

**General Education Requirements:** The 42 hours of general education requirements include:

- 8 hours of language arts.
- 6 hours of science and/or mathematics.
- 6 hours of social science including a course in American history and/or government.
- 6 hours of humanities.
- 3 hours of health and physical education.
- Additional hours in any of the above fields to total 42 hours.

Specific information regarding the fulfillment of University Studies and State of Illinois General Education requirements should be obtained from the Office of Academic Advisement.

**Professional Education and Area of Specialization Requirements:** These requirements are described in the Specialized Educational Development section of this Catalog.

All students will complete a minimum of 100 clock hours of approved pre-student teaching clinical experiences in K-12 sites. Students enrolled in the approved Special Education sequences will be assigned to do student teaching in K-12 sites.

## Clinical Experiences in Teacher Education

Observation, participation, studies of individual pupils and research, simulated teaching, individual field work, student teaching and practicum are included in the program of clinical experiences. The experiences offered prior to stu-

dent teaching are usually integral parts of specific college courses. Clinical experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies and other approved non-school settings. The Office of Clinical Experiences and Certification Processes coordinates all placements for clinical experiences. All students will have a minimum of 100 clock hours of approved pre-student teaching experiences prior to assignment of student teaching; students must provide their own transportation to clinical experience sites. Clinical experiences following student teaching include activities in which the student does additional study or has additional experiences as recommended by the instructor, supervising teacher, or college supervisor.

### Requirements for Student Teaching

The following requirements for student teaching apply to all students:

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours — 180 clock hours). More clock hours of clinical work are required in Speech Pathology.

The number of semester hours of student teaching or practicum required varies with the student's curriculum. A student enrolled in an elementary, junior high school, high school, visually handicapped, or speech pathology curriculum is required to earn a minimum of 8 hours of credit in student teaching. Other special education majors complete 16 hours of credit in student teaching. A student enrolled in the Early Childhood Education major is required to take 8 hours of credit in the practicum; a student enrolled in the Early Childhood Education minor may take 5-8 hours of credit in the practicum. A student does student teaching in his or her field of study. A student must meet all eligibility requirements for student teaching in that major field(s). If a student does student teaching in his or her minor field, the student must meet certification requirements for teaching in that field. If a student does all student teaching in the major field or in both the major and minor fields, the total number of semester hours required in student teaching remains the same.

To be eligible to do student teaching, a student must meet all of the following requirements:

1. Be formally admitted to teacher education at least one semester prior to the beginning of the semester in which student teaching is to be done. Students will be removed from the student teaching assignment if at any time these requirements are not met.
2. Have completed 15 semester hours of work in residence (or its equivalent) at Illinois State University.
3. Have earned at least 85 hours of college credit.
4. Have successfully completed a minimum of 100 clock hours of approved pre-student teaching clinical experiences.
5. Have completed satisfactorily the courses that are prerequisites to Student Teaching 399 (see General Offerings in Course Listing section of Catalog) or C&I 253 or C&I 263. Specific information related to all the professional education courses that must be completed before assignment is made to student teaching is available in the Office of Clinical Experiences and Certification Processes.
6. Have earned at least a 2.50 grade point average at the time of entry into student teaching in all work taken at Illinois State University, and at least a 2.20 in all work taken at Illinois State University which fulfill the requirements of the major including all professional education courses when professional education courses are listed separately in the catalog. Students en-

rolled in the approved programs in the Departments of Music, and Speech Pathology and Audiology are required to meet grade point averages determined by their respective departments and approved by the Council for Teacher Education. Students should confer with the academic advisers in the major department concerning current departmental grade point average.

7. Have secured a statement from the University Health Service or other medical agency indicating that he or she is free of tuberculosis. Be able to secure upon request a statement from a medical doctor that he or she is physically capable of meeting the requirements of a certified teacher.
8. Have filed an application for student teaching for a given semester with the Director of Clinical Experiences at least six months prior to the semester in which student teaching is planned.
9. Have successfully completed at Illinois State University a minimum of 4 semester hours of professional education approved by the appropriate education department and Director of the Office of Clinical Experiences and Certification Processes at ISU prior to student teaching.
10. Have been approved for student teaching by the chairperson of the department of the student's major and the Director of the Office of Clinical Experiences and Certification Processes.

Students are expected to earn all of the required student teaching credit at Illinois State University.

### Assignment to Student Teaching

The University will assign student teachers to selected schools or clinical centers in Illinois during regular semesters. Student teachers are assigned only to classrooms that have regularly employed full-time and fully qualified teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

Student teaching in special education is for one full semester; all other areas are typically for a half-semester. During this period in the school, the student teacher works with one or more supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers along with the college supervisors have responsibility for guiding and evaluating the work of the student teacher. During this experience, the student becomes a member of the school staff and of the community in which he or she is working (co-curricular activities and community affairs are a part of the student teaching experience).

The Director of Clinical Experiences, in cooperation with the head of the student's major department, makes the student teaching assignments. The Director of Clinical Experiences is responsible for making the arrangements and establishing the procedures involved in student teaching. Students are not assigned to schools that are in their home communities or in communities in which they are currently residing. Any student who has a prolonged illness or temporary disability and who is unable to continue in his/her student teaching assignment should consult with the Director of the Office of Clinical Experiences. A clearance from a physician will be required stating that the student is again able to continue in his/her student teaching assignment without any contingencies.

The Director of Clinical Experiences, upon the recommendation of the college supervisor or chairperson of the student's major department, may remove a student from the

assignment or require a student to do additional work and continue student teaching until the student is sufficiently competent to be recommended for certification. Certification is not an automatic procedure.

Student teaching assignments begin and end on the dates indicated in the student's official notice of assignment. Ordinarily, the student is expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involved in an assignment must receive

the prior permission of the Director of Clinical Experiences. Information above may be applied to the Early Childhood Education Practicum. The University will assign Early Childhood Education Practicum students to selected Early Childhood Education sites with qualified personnel. Students enrolled in the major program will enroll in C&I 263 for 8 hours; students enrolled in the minor program will enroll in Student Teaching 399 for 5-8 semester hours of credit. Refer questions about the Practicum to the Office of Clinical Experiences and Certification Processes.



Michael Moenning



# COLLEGE OF FINE ARTS

**Dean:** Charles Bolen, 116 Center for the Visual Arts.  
 The primary function of the College of Fine Arts and its Departments of Art, Music, and Theatre is to provide professional training in the arts for students preparing to be elementary secondary and college teachers and for students desiring professional careers in select areas of the arts. Various areas of concentration in undergraduate and graduate studies; including BA, BS, BFA, BM, BME, MFA, and MM programs and a doctoral program in Art, provide comprehensive and flexible curricula for a variety of student talents and interests. The College also provides a cultural environment through the performing and visual arts for the campus, community and region.

## ART (ART)

### 119 Center for the Visual Arts

**Chairperson:** Frederick V. Mills.

**Faculty:** Professors: S.F. Amster, Anderson, Boyd, Butler, Colvin, George, Gregor, Hartley, Hentz, Hobbs, Holder, Malone, Mills, Moore, Myers, Newby, Rennels, Salome, Stefl, Steinburg, Towner. Associate Professors: S. H. Amster, Bock, Fry, Jackson, Kilgo, Knoblock, Suhr, Tannura, Tell, Walter. Assistant Professors: Archer, Erf, Finch, French, Johnson, Moe-Kaiser, Wesle. Instructors: Appel, Kinsler, Maloney, McKinney, Montjoy. Lecturers: Barr, Caster, Connelley, Francois, Hibbard, Olson, Rogers, Peck.

The Department of Art is accredited in Division I by the National Association of Schools of Art and Design.

## Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Art Programs

Degrees Offered: B.A., B.S.

### COMPREHENSIVE ART MAJOR

— 55 hours in Art required.

— Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 203, 204, 211 and 309 do not count toward major.

### COMPREHENSIVE ART MAJOR

#### Teacher Certification Requirements

— 60 hours in Art required. Part of entitlement program leading to certification: Special K-12.  
 — Required courses: ART 103, 104, 106, 109, 155, 156, 201, 211, 257, 307, 309 (2 consecutive semesters, starting in the fall); two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; remaining hours in ART electives. Note: this program provides for acquisition of knowledge, attitudes and skills necessary for effective performance as an art teacher or art supervisor.

### MAJOR IN ART

— 37 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, 155, 156, 257; two courses from ART 224, 228, 232, 240, 255; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 203, 204, 211 and 309 do not count toward the major.

### MINOR IN ART

— 27 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, two courses from ART 155, 156, 257; 11 hours of electives in ART. ART 201, 203, 204, 211, and 309 do not count toward minor.

### MINOR IN ART

#### For Teacher Education

— 27 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, one course from ART 155, 156, 257; 201, or 211; 203 or 204; 8 hours of electives in ART.

## Bachelor of Fine Arts (B.F.A.) Art Program

Degree Offered: B.F.A.

### COMPREHENSIVE B.F.A. ART MAJOR

— 72 hours in Art required.  
 — Required courses (46 hours): ART 103, 104, 106, 109, 155, 156, 232, 235, 257, 261; two courses selected from ART 224, 228, 240, 255; two courses selected from ART 213, 226, 245; any two 300-level Art History courses.  
 — 26 additional hours in chosen concentration selected in consultation with an academic adviser. ART 201, 203, 204, 211 and 309 do not count toward this major. Students are admitted to the B.F.A. degree program during the sophomore year; the student must submit a portfolio to the Department of Art as part of the admission process of the B.F.A. degree program. Consult the Department of Art for further information on admission to the B.F.A. program in Art. An exhibition of the student's work during the senior year is required of students in the B.F.A. program.

**Honors in Art:** Art majors and B.F.A. candidates with superior academic records are invited to apply for admission to the Department of Art honors program. Students successfully completing the honors program will receive the designation of honors in art in their field of study upon graduation. The student's official academic transcript and diploma will be so noted.

**Admission Requirements:** the candidate must:

- Be a declared art major or comprehensive major or admitted to the B.F.A. program with at least 60, and not more than 90, hours of course work completed.
- Have a minimum 3.3 overall university grade point average;
- Have a minimum 3.5 overall Art Department average;
- Submit a letter of recommendation from a faculty mem-

- ber in the student's area of concentration (art education, art history, ceramics, drawing, painting, glass, jewelry, photography, printmaking, sculpture, visual communications, weaving);
- Have demonstrated evidence of leadership by participating in student organizations or entering exhibitions or receiving recognition for written work;
  - Submit a letter of application to the Art Department honors advisor.

*Art Department Honors Program Requirements: Students admitted into the Art Department honors program will be required to:*

- Successfully complete a minimum of three hours of art department honors courses each semester for a total of 12 honors hours prior to graduation (two in-course honors classes; two 299 classes);
- Initiate and complete a research project or honors portfolio under the direction of a faculty member in the student's area of concentration;
- Maintain a 3.3 University grade point average;
- Maintain a 3.5 Art Department grade point average;
- Receive no grade less than B in any Art Department class while enrolled in the program;
- Fulfill the general requirements for participation in the University honors program.

*Once admitted to the Art Department Honors program, the honors candidate will be advised by the Art Department Honors advisor, who must approve the candidate's course of studies each semester.*

## Art Courses

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

### 100 INTRODUCTORY ART WORKSHOP 3 US-6 F.S

*Materials charge optional. Not for credit ART maj min.*

Creative problem solving and aesthetic analysis. Art experiences including drawing, painting, printmaking and sculpturing as well as attending art exhibits.

### 101 ART ACTIVITIES FOR ELEMENTARY SCHOOLS 2 F.S

*Materials charge optional.*

Introduction to two-dimensional graphic and craft materials and procedures appropriate for elementary art learning experiences; understanding the developmental stages of child art.

### 103 VISUAL ELEMENTS 3 F.S

An exploration of the basic elements of design as they relate to composition and expression in graphic form.

### 104 BASIC DRAWING 3 F.S

*Materials charge optional.*

Concepts basic to all studio offerings. Emphasis upon making pictorial space and upon development of drawing skills; practice with traditional materials.

### 106 ART FOUNDATIONS 1 F

Introduces art majors to the diverse opportunities possible in art careers; outlines the requirements and expectations in each instructional area within the art department.

### 109 BASIC MATERIALS 3 F.S

*Materials charge optional.*

Use of a variety of materials to explore fundamental three dimensional design concepts. Introduction to the use of hand tools and power tools.

### 111 ART FUNDAMENTALS 3 F.S

*Primarily for students in HEC. Materials charge optional.*

Laboratory experiences in design fundamentals appropriate to visually enhancing everyday living in the home, school and community.

### 150 ART APPRECIATION 3 US-6 F.S

*Not for credit ART maj.*

Survey of Western and non-Western art, introduction to art media, gallery visits and studio demonstrations.

### 155 SURVEY OF ART I 3 US-6 F.S

Arts from pre-historic times to end of Medieval period circa 1400.

### 156 SURVEY OF ART II 3 US-6 F.S

Arts of the early Renaissance, circa 1400, to the end of the Baroque, circa 1775.

### 183 PUPPETRY 3 F.S

*Also offered as THE 183.*

Introduction to the performance art of puppetry and its educational applications: history, staging, and construction and manipulation of hand, rod, and shadow puppets.

### 201 MEDIA AND TECHNIQUES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS 3 F.S

*Art educ maj only; others by cons dept chair. Incl Clin Exp. Materials charge optional.*

Media, techniques, and clinical experiences suitable for elementary and junior high schools.

### 207 ART FOR SPECIAL EDUCATION 3 F.S

*ART 101 or cons inst req. For SED students. Incl Clin Exp. Materials charge optional.*

Theory and methods of teaching art and craft activities appropriate to the needs of special education classes.

### 211 MEDIA AND TECHNIQUES FOR SECONDARY SCHOOLS 3 F.S

*Art educ maj only; others by cons dept chair. Incl Clin Exp. Materials charge optional.*

Media and techniques suitable for secondary school level with emphasis on the sequential development of media and techniques in relation to the maturity and growth of the adolescent.

### 213 LIFE DRAWING 3 F.S

*Materials charge optional.*

Emphasis on anatomy and formal concerns. Human figure as an expressive motif within the tradition of the nude in art.

### 214 DRAWING COMPOSITION 3 F.S

*ART 213 req. Materials charge optional.*

Further study of the human figure with emphasis upon representational complexity and a more sophisticated understanding of formal considerations.

### 221 FESTIVAL DESIGN I 2 F

*May be repeated once for credit. Cons inst req.*

Insights and application of aesthetic qualities, organizational principles and procedures inherent in designing a festival.

### 224 JEWELRY I 3 F.S

*Materials charge optional.*

An introduction to the tools techniques and fabricating process used for creating in metals.

### 225 JEWELRY II 3 F.S

*ART 224 req. Materials charge optional.*

Further exploration of fabrication and casting techniques; emphasis on surface treatment such as repoussé, etching, lamination and inlay.

|   |          |             |            |
|---|----------|-------------|------------|
| <b>226 VISUAL COMMUNICATIONS I</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 103 or cons inst req. Materials charge optional.</i>   |          |             |            |
| Basic graphic design techniques. Includes study of letter forms and design procedures. Practice in rendering skills.  |          |             |            |
| <b>227 VISUAL COMMUNICATIONS II</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 226 req. Materials charge optional.</i>  |          |             |            |
| Application of design techniques to visual communications media. Emphasis on combining lettering with illustrational elements in preparation for reproduction processes.  |          |             |            |
| <b>228 CERAMICS I</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>Materials charge optional.</i>   |          |             |            |
| Introduction to the physical characteristics of clay. Basic handbuilding and firing processes explored. Introduction to glaze processes.  |          |             |            |
| <b>229 CERAMICS II</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 228 req. Materials charge optional.</i>  |          |             |            |
| An expansion of handbuilding methods and the introduction of wheel throwing techniques. Glazing and firing methods emphasized.  |          |             |            |
| <b>232 SCULPTURE I</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>Materials charge optional.</i>   |          |             |            |
| Exploration of sculpture techniques and materials within context of historical developments. Introduction to three dimensional spatial concerns.  |          |             |            |
| <b>233 SCULPTURE II</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 232 req. Materials charge optional.</i>  |          |             |            |
| Further exploration of sculpture techniques and materials. Advanced three dimensional spatial concerns presented within a context of art historical development.  |          |             |            |
| <b>235 PHOTOGRAPHY AS AN ART FORM I</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>Materials charge optional.</i>   |          |             |            |
| The study of photography as an art form.  |          |             |            |
| <b>236 PHOTOGRAPHY AS AN ART FORM II</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 235 or cons inst req. Materials charge optional.</i>   |          |             |            |
| Further study of photography as an art form. Individual exploration of techniques and subjects.   |          |             |            |
| <b>237 RENDERING FOR PRODUCT DESIGN</b>   | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 103, 104 or cons instr req. May be repeated, 6 hours max.</i>  |          |             |            |
| Practical application of perspective, light, shade, and other rendering techniques for product presentation.  |          |             |            |
| <b>238 PRODUCT DESIGN PROBLEM SOLVING</b>   | <b>3</b> | <b>F</b>    |            |
| <i>ART 237 or cons instr req. May be repeated, 6 hours max. Materials charge optional.</i>  |          |             |            |
| Study and practical application of designing for mass production.   |          |             |            |
| <b>239 MODEL MAKING FOR PRODUCT DESIGN</b>  | <b>3</b> | <b>S</b>    |            |
| <i>ART 237 or cons inst req. May be repeated, 6 hours max. Materials charge optional.</i>   |          |             |            |
| Study and practice in constructing three-dimensional models of products designed by the student.  |          |             |            |
| <b>240 WEAVING I</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>Materials charge optional.</i>   |          |             |            |
| Introduction to weaving as an art form. Emphasis on technical and aesthetic development of fiber concepts using a variety of loom controlled and non-loom controlled structures.  |          |             |            |
| <b>241 WEAVING II</b>   | <b>3</b> |             | <b>F.S</b> |
| <i>Art 240 req. Materials charge optional.</i>  |          |             |            |
| This course builds on the foundation of technical and aesthetic concepts presented in Weaving I. Processes such as spinning, dyeing, and complex loom controlled structures will be explored.                           |          |             |            |
| <b>242 MINORITY ARTS</b>  | <b>3</b> |             |            |
| A survey course designed to study forms, content, artistic technique, and contributions of the American Indian, Chicano, Puerto Rican, and black American artists of the present.                                       |          |             |            |
| <b>245 PRINTMAKING I</b>  | <b>3</b> |             | <b>F.S</b> |
| <i>ART 104 req. Materials charge optional.</i>  |          |             |            |
| Introduction to intaglio processes. Techniques such as etching, engraving, dry point and aquatint within context of pictorial spatial understanding.  |          |             |            |
| <b>248 REPROGRAPHICS</b>  | <b>3</b> |             |            |
| <i>ART 226. Materials charge optional.</i>  |          |             |            |
| The study of process photography as an art form.  |          |             |            |
| <b>250 ARTS AND THE MODERN WORLD</b>  | <b>3</b> | <b>US-6</b> | <b>F.S</b> |
| <i>Also offered as MUS 250 and THE 250.</i>   |          |             |            |
| Selected works from Music, Theatre and Visual Arts that amplify the roles, definitions and capabilities of art as a humanistic value enterprise in contemporary life.   |          |             |            |
| <b>251 EXPERIMENTAL FILMMAKING</b>  | <b>3</b> | <b>F.S</b>  |            |
| <i>ART 103 or equiv req. Materials charge optional.</i>   |          |             |            |
| The study of filmmaking as an art form. Studio production using primarily eight millimeter film. Experimental art films surveyed.   |          |             |            |
| <b>255 GLASS I</b>  | <b>3</b> |             | <b>F.S</b> |
| <i>One Studio ART course or cons inst req. Materials charge optional.</i>   |          |             |            |
| An introductory course to acquaint student with the hot glass forming processes of glassblowing and casting.  |          |             |            |
| <b>257 SURVEY OF ART III</b>  | <b>3</b> | <b>US-6</b> | <b>F.S</b> |
| The major developments in European painting, sculpture and architecture from the Romantic period, circa 1775, to the present.   |          |             |            |
| <b>259 AESTHETIC EXPERIENCE</b>   | <b>1</b> |             | <b>F.S</b> |
| <i>May be repeated. Max 3 hrs. Also offered as MUS 259 and THE 259.</i>   |          |             |            |
| One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events and submission of 3 papers. One class meeting per week is used to introduce future events and to analyze past events. |          |             |            |
| <b>261 PAINTING I</b>   | <b>3</b> |             | <b>F.S</b> |
| Experimental work with variety of transparent and opaque painting media.  |          |             |            |
| <b>262 PAINTING II</b>  | <b>3</b> |             | <b>F.S</b> |
| <i>ART 261 req.</i>   |          |             |            |
| Problems of pictorialization and survey of contemporary trends in painting.   |          |             |            |
| <b>263 PAINTING III</b>   | <b>3</b> |             | <b>F.S</b> |
| <i>ART 261, 262 req.</i>  |          |             |            |
| Individual exploration of concepts extended from ART 261 and 262.   |          |             |            |
| <b>277 AFRO-AMERICAN ART — PRE-SLAVERY TO 1865</b>  | <b>3</b> |             | <b>F.S</b> |
| Study of art forms, content, artistic technique and contributions of pre-slavery artists up to Afro-American artists of 1865.   |          |             |            |

|  |            |  |
|--|------------|--|
| <b>278 BLACK AMERICAN ART — 1865 to PRESENT 3</b>  | <b>F.S</b> |  |
| Study of artistic technique lifestyles, political and social implications of black American artists from 1865 to present.  |            |  |
| <b>307 ART FOR ATYPICAL INDIVIDUALS 3</b>  | <b>F</b>   |  |
| <i>Art 207 or C&amp;I 250 or upper division ART maj or equiv experiences in the arts rec.</i>  |            |  |
| Study of various approaches to the development and conduct of art activities for individuals in special education and other community programs for the atypical individual.  |            |  |
| <b>309 PROFESSIONAL ART EDUCATION SEQUENCE 4</b>   | <b>F.S</b> |  |
| <i>C&amp;I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc req. Not for credit if had ART 203 or 204. For Art educ maj only; others by cons dept chair. Must be repeated by ART EDU maj for total of 8 hrs. Two consecutive semester sequence starting in Fall. Incl Clin Exp. Adm. to Teacher Ed. req.</i> |            |  |
| Sequential semesters interrelate art learning theory, teaching methodology and pre-student teaching clinical experiences in Art Education K-12.  |            |  |
| <b>324 JEWELRY III 2-6</b>   | <b>F.S</b> |  |
| <i>ART 225 req. May be repeated. Materials charge optional.</i>  |            |  |
| Advanced metalworking with an emphasis on volume and color, including raising, repoussé, forging, and various enameling techniques.  |            |  |
| <b>325 ADVANCED JEWELRY AND METALS 2-4</b>   | <b>F.S</b> |  |
| <i>Art 324 and cons inst req. May be repeated. Materials charge optional. Formerly ART 351.26.</i>   |            |  |
| Elaboration upon metalworking skills previously acquired, allowing development of a strong personal direction.   |            |  |
| <b>326 VISUAL COMMUNICATIONS III 3 F.S</b>   |            |  |
| <i>ART 226, 227 req. Materials charge optional.</i>  |            |  |
| Transition course using the skills, techniques, and concepts learned earlier, applying them to problems of contemporary expression. Preparation for study on independent basis.  |            |  |
| <b>328 CERAMICS III 2-6</b>  | <b>F.S</b> |  |
| <i>ART 229 req. May be repeated. Materials charge optional.</i>  |            |  |
| Experiences in wheel and handbuilding processes with an emphasis on individual exploration of ideas through ceramic media.   |            |  |
| <b>331 ADVANCED DRAWING 1-3</b>  | <b>F.S</b> |  |
| <i>ART 214 req. May be repeated.</i>   |            |  |
| Transition course using the skills, techniques, and concepts learned earlier, applying them to problems of contemporary expression. Preparation for study on independent basis.  |            |  |
| <b>332 SCULPTURE III 2-6</b>   | <b>F.S</b> |  |
| <i>ART 233 req. May be repeated. Materials charge optional.</i>  |            |  |
| Transition course. Individualized problems exploring techniques and concepts encountered earlier and their applications to problems of contemporary expression. Preparation for study on an independent basis.   |            |  |
| <b>335 PHOTOGRAPHY AS AN ART FORM III 2-6</b>  | <b>F.S</b> |  |
| <i>ART 236 req. May be repeated. Materials charge optional.</i>  |            |  |
| Advanced problems in photography as an art form. Emphasis upon individual exploration of the medium. Preparation for study on an independent basis.  |            |  |
| <b>336 VISUAL COMMUNICATIONS IV 3 F.S</b>  |            |  |
| <i>ART 326 req. Materials charge optional.</i>   |            |  |
| Advanced studio work exploring design techniques applied to advertising, packaging, and display media.   |            |  |
| <b>337 ADVERTISING LAYOUT 3</b>  | <b>F.S</b> |  |
| <i>Art 326 or cons inst req. Formerly ART 351.46.</i>  |            |  |
| Advanced studio work emphasizing advertising layout techniques and art direction responsibilities.   |            |  |
| <b>338 ILLUSTRATION FOR PUBLICATION 3</b>  | <b>F.S</b> |  |
| <i>ART 104, 213, 227 req. Formerly ART 289.10.</i>   |            |  |
| Illustrating for print media; concepts and rendering techniques.   |            |  |
| <b>340 WEAVING III 2-6</b>   | <b>F.S</b> |  |
| <i>ART 241 req. May be repeated. Materials charge optional.</i>  |            |  |
| Advanced studio work based on the technical and aesthetic concepts presented in Weaving I & II. Emphasis upon individualized projects designed in consultation with instructor.  |            |  |
| <b>341 PRINTED TEXTILES 2-3</b>  | <b>F</b>   |  |
| <i>Art 103, 240 and cons inst req. May be repeated. Materials charge optional. Formerly ART 351.06.</i>  |            |  |
| Studio exploration of the aesthetic concepts and technical skills for designing and executing printed textile designs; emphasis on silk screen.  |            |  |
| <b>345 PRINTMAKING II 2-6</b>  | <b>F.S</b> |  |
| <i>ART 245 req. May be repeated. Materials charge optional.</i>  |            |  |
| Further study of intaglio processes with greater emphasis on intaglio as an expressive medium. Introduction to color possibilities.  |            |  |
| <b>349 VISITING ARTIST SEMINAR 2</b>   | <b>F.S</b> |  |
| <i>May be repeated. Formerly ART 351.60.</i>   |            |  |
| A seminar-type class taught by visiting artists and members of the art department faculty, focusing upon contemporary issues of fine arts and the creative process.  |            |  |
| <b>351 SPECIAL PROJECTS IN ART 2-6</b>   | <b>F.S</b> |  |
| <i>May be repeated.</i>  |            |  |
| Special projects in art or art education chosen by the student for advanced investigation with the written approval of the instructor. May not duplicate existing courses.   |            |  |
| <b>352 RENDERING FOR INTERIOR DESIGNERS 3</b>  | <b>F.S</b> |  |
| <i>IT 211 and HEC 242, or ART 103 and 104, or cons inst req.</i>   |            |  |
| Perspective sketching and delineations of architectural interiors. Various media and application techniques will be stressed for professional results in presentations.  |            |  |
| <b>355 GLASS II 2-6</b>  | <b>F.S</b> |  |
| <i>ART 255 req. May be repeated. Materials charge optional.</i>  |            |  |
| Further practice in glass blowing skills coupled with the introduction of techniques to alter and shape cold glass.  |            |  |
| <b>361 PAINTING IV 2-6</b>   | <b>F.S</b> |  |
| <i>ART 263 req. May be repeated.</i>   |            |  |
| Transitional course. Student encouraged to explore personal directions in close consultation with instructor. Preparation for study on an independent basis.   |            |  |
| <b>362 WATERCOLOR I 3</b>  | <b>S</b>   |  |
| <i>ART 261 req. Formerly ART 351.50.</i>   |            |  |
| Watercolor as an expressive medium. Techniques, study of masters of watercolor, emphasis on creating pictorial space by illusion, color and the use of transparency.   |            |  |

**363 COLOR THEORY 3**

ART 261 req.

F

A practicum to give the studio art student a context of theoretical and historical color premises as a basis for making color organized works. Discussion of student work, process, color-formed space and aesthetic analysis.

**366 ART OF THE ANCIENT NEAR EAST 3**

ART 155 or cons instr req. Formerly ANCIENT ART.

Art and architecture of early civilizations of Egypt, Mesopotamia and peripheral areas from circa 8000 B.C. to circa 300 B.C.

**367 GREEK AND ROMAN ART 3**

ART 155 or cons instr req. Formerly CLASSICAL ART.

Art and architecture of the Aegean, Greek and Roman worlds from circa 3000 B.C. to the era of Constantine.

**369 HISTORY OF MEDIEVAL ART AND ARCHITECTURE 3**

ART 155 or cons instr req.

Art and architecture of Europe from circa 500 A.D. to the Renaissance.

**372 MODERN ARCHITECTURE 3**

Late 19th and 20th century architecture. Sullivan, Wright and the Chicago School. European movements involving Le Corbusier, Gropius, and Mies Van der Rohe. The great engineers, Maillart, Nervi, Fuller, Candela.

**375 ITALIAN RENAISSANCE ART 3**

Painting, sculpture, and architecture of the 15th and 16th centuries in Italy.

**376 NORTHERN RENAISSANCE ART 3**

Art and architecture of the Renaissance and Mannerism in Northern Europe.

**377 HISTORY OF BAROQUE AND ROCOCO ART 3**

Painting, sculpture, and architecture of Europe during the 17th century.

**378 HISTORY OF 19th CENTURY ART AND ARCHITECTURE 3**

Concentration is centered on the art of Europe from the French Revolution to the 20th century.

**379 MODERN ART 3**

Painting and sculpture in Europe and America from the late 19th century to 1970.

**380 ART IN THE UNITED STATES I: COLONIAL — 19th CENTURY ROMANTICISM 3**

American art from the Colonial Period through 19th century Romanticism.

**381 ART IN THE UNITED STATES II: AMERICAN IMPRESSIONISM — WORLD WAR II 3**

American art from late 19th century Impressionism to the advent of World War II.

**382 ART IN THE UNITED STATES III: WORLD WAR II TO THE PRESENT 3**

Complex artistic developments which occurred in the United States from World War II to the present.

**383 HISTORY OF PHOTOGRAPHY AS AN ART FORM 3**

Study of important photographers and the major aesthetic and technical developments of photography from 1840 to present.

**398 PROFESSIONAL PRACTICE:****INTERNSHIP IN ART 1-8**

F.S

May be repeated. Max 16 hrs. Cons dept chair req.

Supervised work experience.

**398.01 PROFESSIONAL PRACTICE: INTERNSHIP IN PROFESSIONAL ART: STUDIO****398.02 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: DESIGN****398.03 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: COMMUNITY, GOVERNMENTAL PROGRAMS****398.04 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: ADMINISTRATION****398.05 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: TEACHING**

Not for credit Art Edu maj.

**398.06 PROFESSIONAL PRACTICE: INTERNSHIP IN ART: INDUSTRY****398.07 PROFESSIONAL PRACTICE: INTERNSHIP IN PHOTOGRAPHY****398.08 PROFESSIONAL PRACTICE: INTERNSHIP IN MUSEUM/GALLERY****MUSIC (MUS)****230 Centennial East****Chairperson:** Arthur Corra.

**Faculty:** Professors: Armstrong, Bedford, Bolen, Cordero, Corra, Eichen, Farlee, Ferrell, Iwasaki, Lewis, Livingston, Peterson, Poultney, Rosene, Rye, Schoenfeld, Williams. Associate Professors: Boitos, Chavez, Dawson, DeBose, Foeller, LoMonaco, Modos, Nicholas, Omer, Rehm, Schuetz, Suggs, Whikehart. Assistant Professors: Borg, Fox, Hurtz, Lehman, Miller, Stokes, Vacano. Instructors: Collier, DiGiammarino, Fairfield, J., Frank, Hibbard, Mannis. Lecturers: Allan, Fairfield, L.

**General Information Concerning Music Programs and Courses**

**Admission Auditions:** Students who intend to major in Music at Illinois State University are expected to have previous music experiences. Prior to acceptance as a Music major, all students must pass a performance audition on their major instrument or voice. Information concerning admission auditions is available from the Department of Music.

**Performing Organization Requirement:** All students pursuing a Music major degree program are required to participate in a major music-performing organization each semester they are enrolled in the University (B.M.E. majors are exempt from this requirement during the semester of Student Teaching). Specific performing organization participation requirements are indicated below for each of the Music major degree programs. A maximum of 12 hours in music performing organization credit is applicable to any degree.

**Enrollment Limitations:** Enrollment in some Music Courses is limited to those students who have had auditions or who have secured the permission of the appropriate coordinator. Information concerning these course enrollment limitations is available from the Department of Music.

**Musical Instrument Storage:** In the event that students choose to store musical instruments on campus in any building operated by the University, they hereby waive any and all liability of the University and its employees for the loss of or damage to such musical instruments by any cause whatsoever, including, but not limited to, fire, water, windstorm, or any other casualty, theft, or dampness or dryness of the air.

## Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Music Programs

Degrees Offered: B.A., B.S.

### MAJOR IN MUSIC

- 37 hours in Music required.
- Required courses: MUS 101, 102, 203, 204; at least 4 semesters of applied music (may include Group Instruction Voice or Piano); elective courses in MUS to complete 37 hours.

### MINOR IN MUSIC

- 24 hours in Music required.
- Required courses: MUS 101, 102; at least 8 hours of applied music (may include Group Instruction Voice or Piano); at least 4 semesters in performing organizations or ensembles; elective courses in MUS to complete 24 hours.

## Bachelor of Music Education (B.M.E.) Programs

Degree Offered: B.M.E.

### COMPREHENSIVE MUSIC EDUCATION MAJOR

**Core Requirement and Sequences:** All students must complete the core requirement of MUS 101, 102, 203, and 204 and choose a sequence from one of the four sequences below. Depending upon the sequence chosen, the major will require from 57 to 60 hours. The Vocal and Keyboard sequences are part of entitlement programs leading to special K-12 certification with a choral general emphasis. The Band and Orchestra sequences are part of entitlement programs leading to special K-12 certification with an instrumental emphasis. Designated special methods courses throughout the Band, Orchestra, Vocal and Keyboard sequences require clinical experiences and are taken throughout the degree program.

**Piano and Applied Music Requirements:** Students pursuing the B.M.E. degree are required to attain sufficient skill in playing the piano to pass a proficiency test prior to admission to the B.M.E. program. A syllabus of proficiency requirements is available in the department office, or from the Group Piano Coordinator. The study of piano may be done in Group Instruction 122 or in applied piano. A maximum of 8 hours is allowed for taking piano in group instruction. Students pursuing the B.M.E. degree are required to study applied music on their major instrument every semester that they are enrolled in the program, except for the semester in which they student teach (this : , include Group Instruction Voice or Piano). Prior to the

first semester of the junior year, B.M.E. majors are required to attain 200 level performance status through audition or be approved for provisional status. The B.M.E. degree requires the successful completion of at least one semester of a 200 level applied music course.

**Choral-General-Vocal Sequence:** 57 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of group or applied piano and 5 semesters of group or applied voice (group voice may be repeated only once for credit); MUS 127, 262, 264, 268, (262 and 264 require clinical experiences). Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Civic Chorale, Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Civic Chorale, Concert Choir, or Madrigal Singers.

**Choral-General-Keyboard Sequence:** 59 hours in Music required. Required courses: Core requirement and a minimum of 2 semesters of applied voice and 5 semesters of group or applied piano; MUS 240 (2 hours required), 262, 264, (262 and 264 require clinical experiences), 268, 330 (piano). Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Civic Chorale, Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Civic Chorale, Concert Choir, or Madrigal Singers.

**Instrumental-Band Sequence:** 60 hours in Music required. Required courses: Core requirement and MUS 111, 113, 115, 117, 161, 261, 268, (111, 113, 115, 117 and 261 require clinical experiences). Students must be enrolled for 1 hour of credit in Symphonic Band, Concert Band, University Band, Jazz Band, or Orchestra each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than two semesters of marching band, nor less than two semesters of a concert band.

**Instrumental-Orchestra Sequence:** 60 hours required. Required courses: Core requirement and MUS 111, 113, 115, 117, 261, (111, 113, 115, 117, and 261 require clinical experiences), 268, 330 (strings). Student must be enrolled for 1 hour of credit in an orchestra each semester they are in residence, except for the semester in which they student teach.

### MINOR IN MUSIC EDUCATION

- 24 to 27 hours in Music required, depending upon sequence selected (student selects one of the five sequences below).

**Choral Music Sequence:** 26 hours in Music required. Required courses: MUS 101, 102, 264, 268; at least 4 hours of applied music voice (may include Group Instruction Voice); at least 2 semesters of applied music keyboard (may include Group Instruction Piano).

**General Music Sequence:** 26 hours required. Required courses: MUS 101, 102, 262, 268; at least 4 hours of applied music keyboard (may include Group Instruction Piano); at least 2 semesters of applied music voice (may include Group Instruction Voice).

**Instrumental Music-Winds Sequence:** 27 hours required. Required courses: MUS 101, 102, 111, 115, 117, 167, 261; at least 2 semesters of applied music brass, percussion, or woodwinds.

**Instrumental Music-Strings Sequence:** 27 hours required. Required courses: MUS 101, 102, 111, 113, 115, 117, 268, 330 (appropriate string pedagogy and literature course); at least 2 semesters of applied music strings.

## Bachelor of Music (B.M.) Program

Degree Offered: B.M.

Admission into the B.M. Program is by special audition.

### COMPREHENSIVE MUSIC MAJOR

- 68 hours of Music required.
- Required courses: MUS 101, 102, 203, 204, 268, and two courses selected from among MUS 255, 256, 257, and 258; one applied music course on the major instrument each semester (may include Group Instruction Voice or Piano), including the successful completion of at least one semester of 200 level applied music; in addition, students must be enrolled for 1 hour of credit each semester they are in residence in Symphonic Band, Concert Band, Marching Band, Jazz Band, Orchestra, University Glee Club, Treble Choir, Civic Chorale, Concert Choir, Madrigal Singers, or Accompanying (for keyboard majors only).

Student also selects one of the five sequences below and completes requirements of that sequence. For students who select the Keyboard-Instrument, Voice-Performance or the Band and Orchestra Instruments sequence, the requirements are: three semesters of 200-level applied music, a partial junior recital, and a senior recital.

**Music Theory-Composition Sequence:** 12 additional hours in theory, composition, and theory pedagogy; electives to complete 68 hours. At least 8 hours of German strongly recommended.

**Music History-Literature Sequence:** 12 additional hours in music history and problems in music history; electives to complete 68 hours.

**Keyboard Instrument Sequence: Performance/Pedagogy (Piano, Organ, Harpsichord):** 4 hours of pedagogy and literature (MUS 330); 2 hours of functional keyboard skills and sight-reading (MUS 122); 4 hours of accompanying (MUS 240). This may be 4 of the 8 hours in music performing organizations required of BM majors. Students may petition to substitute 2 additional hours of MUS 330 in lieu of the senior recital; electives to complete 68 hours.

**Voice Performance Sequence:** Music 127 and 2 hours in vocal pedagogy and literature; electives to complete 68 hours.

**Band and Orchestra Instruments Performance Sequence:** 2 hours in pedagogy and literature on appropriate instrument; electives to complete 68 hours.

**Music Therapy Sequence:** A student who completes the requirements listed below, including a six-month internship sanctioned by the National Association for Music Therapy, Inc., may be certified as registered music therapist. The prospective music therapy student is encouraged to contact the Director of the Music Therapy Program in the Department of Music before beginning coursework. Core requirements (33 hours): MUS 101, 102, 203, 204, 167, 7 hours of Performance Ensemble, 9 hours selected from the following: 111, 113, 115, 117, 122, 126. 8 hours of Applied Music Study. Sequence requirements: MUS 194, 298.01 (3 hrs), 294, 340, 341, 360, 362, 398 (Internship); PSY 346. University Studies requirements: BSC 181; PSY 111, 232; SAS 106 or 180. A competency test is required in guitar and piano.

## Music Courses

### 100 INTRODUCTION TO MUSIC THEORY 3 US-6 F.S

Pitch and rhythmic notation, major-minor key system, sight reading of simple pitch, rhythmic patterns, diatonic melodies.

### 101 MUSIC THEORY AND HISTORY 6 F

*MUS maj only or cons dept chair req.*

Principles of rhythmic, melodic, and harmonic analysis; the cultivation of skills in ear training, sight singing, and repertory building; a general historical survey of Western music.

### 102 MUSIC THEORY AND HISTORY 6 S

*MUS 101 or cons Theory Coord req.*

Continuation of analysis techniques and skills-building; concentration on the music history and literature of the 17th and 18th centuries.

### 111 GROUP INSTRUCTION IN BRASS 2 F.S

*Incl Clin Exp.*

Practical instruction in playing and methods of teaching all brass instruments.

### 113 GROUP INSTRUCTION IN STRINGS 2 F.S

*Incl Clin Exp.*

Practical instruction in playing and methods of teaching the violin, viola, cello and string bass.

### 115 GROUP INSTRUCTION IN WOODWINDS 2 F.S

*Incl Clin Exp.*

Practical instruction in playing and methods of teaching all woodwind instruments.

### 117 GROUP INSTRUCTION IN PERCUSSION 1 F.S

*Incl Clin Exp.*

Practical instruction in playing and methods of teaching percussion instruments.

### 118 SOCIAL-CLASS GUITAR 2 F.S

*Student must supply non-electric guitar. May be repeated once for credit.*

Elements of basic non-electric guitar; simple chords and melodies.

### 121 GROUP INSTRUCTION IN PIANO 2 F.S

*For students who have had little or no formal piano study and who are not music maj or min. Enrollment and placement only by permission of the Group Piano Coord. May be repeated. Max 4 hrs.*

Harmonization, sight-reading and transposition, technical studies, and solo ensemble repertoire.

### 122 GROUP INSTRUCTION IN PIANO 2 F.S

*MUS maj min with little or no keyboard skills. Enrollment and placement by permission of the Piano Coord. A syllabus of piano proficiency requirements is available from the Music Office and the Group Piano Coord. May be repeated. Max 8 hrs.*

|   |                  |             |            |
|---|------------------|-------------|------------|
| <b>126 GROUP INSTRUCTION IN VOICE</b>   | <b>2</b>         | <b>F,S</b>  |            |
| <i>May be repeated. Cons inst req.</i>  |                  |             |            |
| Practical instruction in singing, English and Italian diction. Successful completion of 126 by audition before members of voice faculty is prerequisite for admission to 137.   |                  |             |            |
| <b>127 FOREIGN LANGUAGE DICTION FOR SINGERS</b>   | <b>2</b>         | <b>S</b>    |            |
| <i>MUS 126, cons inst or conc reg req.</i>  |                  |             |            |
| German and French diction through the study of art songs in both languages.   |                  |             |            |
| <b>131 - 138 APPLIED MUSIC</b>  | <b>2 or 4 ea</b> | <b>F,S</b>  |            |
| <i>May be repeated. Permission of appropriate coord one sem in advance of req. Prereq for MUS 137 described in narrative for MUS 126.</i>   |                  |             |            |
| 131, Brass; 132, Harpsichord; 132.10, Harp; 132.20, Guitar; 133, Organ; 134, Percussion; 135, Piano; 136, Strings; 137, Voice; 138, Woodwinds.  |                  |             |            |
| <b>139 ENSEMBLE</b>   | <b>1-2</b>       | <b>F,S</b>  |            |
| <i>May be repeated.</i>   |                  |             |            |
| Study and performance of chamber music in a variety of combinations of instruments.   |                  |             |            |
| <b>141 PIANO TUNING I</b>   | <b>2</b>         | <b>F,S</b>  |            |
| Piano Tuning is a course designed to offer tuning techniques as well as maintenance and mechanical information necessary for the care of grand and studio model pianos. Students enrolled in the course will tune, maintain, and repair Department of Music pianos.   |                  |             |            |
| <b>151 SURVEY OF MUSIC LITERATURE</b>   | <b>3</b>         | <b>US-6</b> | <b>F,S</b> |
| Music representative of the various periods and styles.   |                  |             |            |
| <b>152 MUSIC OF 20TH CENTURY AMERICA</b>  | <b>2</b>         | <b>F,S</b>  |            |
| <i>MUS 151 or cons inst req.</i>  |                  |             |            |
| Particular eras, media, and styles are explored.  |                  |             |            |
| <b>153 BLACK MUSIC I</b>  | <b>3</b>         | <b>US-6</b> | <b>F</b>   |
| A survey of those musical elements — rhythm, improvisation, vocal inflections, call and response — that define Black Folk Music.  |                  |             |            |
| <b>154 BLACK MUSIC II</b>   | <b>3</b>         | <b>S</b>    |            |
| A survey of Black composers, arrangers, performers, and educators in the areas of Jazz, Blues, Gospel, Spirituals, Rhythm and Blues, and Western Classical music in the 20th century.   |                  |             |            |
| <b>161 MARCHING BAND TECHNIQUES</b>   | <b>2</b>         | <b>F,S</b>  |            |
| <i>Cons reg with participation in marching band, or reg during semester immediately following participation req. Adm. to Teacher Ed. req. Incl Clin Exp.</i>  |                  |             |            |
| Marching Band organization: field show planning and design.   |                  |             |            |
| <b>165 OPERA PRACTICUM</b>  | <b>1</b>         | <b>F,S</b>  |            |
| <i>May be repeated.</i>   |                  |             |            |
| Practical experience in the staging of an opera or musical, with work ranging from set construction to leading roles.   |                  |             |            |
| <b>167 BASIC CONDUCTING</b>   | <b>2</b>         | <b>F,S</b>  |            |
| Fundamentals, score reading, rehearsal procedures and practical experience in work with choral or instrumental media.   |                  |             |            |
| <b>171 BASIC MUSIC SKILLS</b>   | <b>2</b>         | <b>F,S</b>  |            |
| Basic skills and fundamentals of music for students in the Elementary and Special Education curricula who do not read music.  |                  |             |            |
| <b>181 - 188 PERFORMING ORGANIZATIONS</b>   | <b>1</b>         | <b>F,S</b>  |            |
| <i>Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.</i>  |                  |             |            |
| Participation in the major organizations; 181, Symphonic, Concert, or University Band; 182, Symphony Orchestra; 183, Chamber Wind Ensemble; 184, Concert Choir; 185, University Glee Club; 186, Treble Choir; 188, Civic Chorale.   |                  |             |            |
| <b>194 PRINCIPLES OF MUSIC THERAPY</b>  | <b>3</b>         | <b>F,S</b>  |            |
| <i>Not for credit if had former MUS 190, 191, and 192. Field observations req.</i>  |                  |             |            |
| An introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life. A survey of the history of the National Association for Music Therapy is included, as well as the processes and principles of music therapy as used by practicing music therapists. |                  |             |            |
| <b>203 MUSIC THEORY AND HISTORY</b>   | <b>6</b>         | <b>F</b>    |            |
| <i>MUS 102 or cons Theory Coord req.</i>  |                  |             |            |
| Contrapuntal techniques, chromatic harmony, and 20th century analytical techniques; concentration on the music history and literature of the 19th and 20th centuries.   |                  |             |            |
| <b>204 MUSIC THEORY AND HISTORY</b>   | <b>6</b>         | <b>S</b>    |            |
| <i>MUS 203 or cons Theory Coord req.</i>  |                  |             |            |
| A study of the theory, history, and literature of Western music from the 6th through the 16th centuries.  |                  |             |            |
| <b>205 COMPOSITION</b>  | <b>2</b>         | <b>F,S</b>  |            |
| <i>May be repeated.</i>   |                  |             |            |
| This course is designed to develop individual creative talents of students in musical composition. Students will progress from the composing of well-balanced musical phrases to works in small forms for piano, choral groups, and small musical ensembles.  |                  |             |            |
| <b>209 ORCHESTRATION</b>  | <b>2</b>         | <b>F</b>    |            |
| Scoring for orchestras and bands, focusing on tonal balance, color, timbre, and technical problems.   |                  |             |            |
| <b>210 HANDBELL RINGING</b>   | <b>2</b>         | <b>F,S</b>  |            |
| <i>Must possess ability to read music notation.</i>   |                  |             |            |
| Basic skills and fundamentals of handbell ringing, and a study of the standard literature of English handbells.   |                  |             |            |
| <b>218 JAZZ IMPROVISATION I</b>   | <b>2</b>         | <b>F</b>    |            |
| <i>Cons inst req.</i>   |                  |             |            |
| Fundamentals in improvising or extemporaneous playing; opportunity to perform improvised solos, both on standard chord changes and original compositions.   |                  |             |            |
| <b>231 - 238 APPLIED MUSIC</b>  | <b>2 or 4 ea</b> | <b>F,S</b>  |            |
| <i>May be repeated. Permission of appropriate coord one sem in advance of reg req.</i>  |                  |             |            |
| Advanced brass, 231; harpsichord, 232; 232.10, harp; 232.20, guitar; organ, 233; percussion, 234; piano, 235; strings, 236; voice, 237; woodwinds, 238.   |                  |             |            |
| <b>239 ENSEMBLE</b>   | <b>1-2</b>       | <b>F,S</b>  |            |
| <i>May be repeated.</i>   |                  |             |            |
| Study and performance of chamber music in a variety of combinations of instruments.   |                  |             |            |
| <b>240 ACCOMPANYING</b>   | <b>1</b>         | <b>F,S</b>  |            |
| <i>May be repeated.</i>   |                  |             |            |
| Technique and skills of accompanying singers and instrumentalists, including experience in providing accompaniments for other students.   |                  |             |            |

|  |          |             |            |
|--|----------|-------------|------------|
| <b>250 ARTS AND THE MODERN WORLD</b>   | <b>3</b> | <b>US-6</b> | <b>F,S</b> |
| <i>Also offered as ART 250 and THE 250.</i>  |          |             |            |
| Selected works from music, theatre and visual arts that amplify the roles, definitions and capabilities of art as a humanistic value enterprise in contemporary life.  |          |             |            |
| <b>253 MUSIC HISTORY AND LITERATURE THROUGH THE 17TH CENTURY</b>   | <b>3</b> | <b>F</b>    |            |
| Developments, trends, styles, genres and significant composers in Western music history from the Greeks to the time of Bach and Handel.  |          |             |            |
| <b>254 MUSIC HISTORY AND LITERATURE FROM THE 18TH CENTURY TO THE PRESENT</b>   | <b>3</b> | <b>S</b>    |            |
| Developments, trends, styles, genres and significant composers in Western music history from the early Classical period through the Twentieth Century.   |          |             |            |
| <b>255 MUSIC HISTORY AND LITERATURE, 20TH CENTURY</b>  | <b>3</b> | <b>S</b>    |            |
| MUS 204 or cons inst req.  |          |             |            |
| Survey of Twentieth century styles, popular to learned, conventional to avant-garde, with emphasis on the literature of music.   |          |             |            |
| <b>256 MUSIC HISTORY AND LITERATURE OF THE 17TH AND 18TH CENTURIES</b>   | <b>3</b> | <b>S</b>    |            |
| MUS 204 or cons inst req.  |          |             |            |
| Development of music during the 17th and 18th centuries including nationalities, schools, styles, and forms.   |          |             |            |
| <b>257 MUSIC HISTORY AND LITERATURE OF THE 19TH CENTURY</b>  | <b>3</b> | <b>F</b>    |            |
| MUS 204 or cons inst req.  |          |             |            |
| Musical developments in the 19th century; romanticism, impressionism, the orchestra, opera, art song, other large and small forms.   |          |             |            |
| <b>258 MUSIC HISTORY AND LITERATURE OF THE RENAISSANCE</b>   | <b>3</b> | <b>F</b>    |            |
| MUS 204 or cons inst req.  |          |             |            |
| Artistic and social conditions of the 15th and 16th centuries in Europe, sacred and secular vocal music, instruments, forms, theoretical practices.  |          |             |            |
| <b>259 AESTHETIC EXPERIENCE</b>  | <b>1</b> | <b>F,S</b>  |            |
| <i>May be repeated. Max 3 hrs. Also offered as ART 259 and THE 259.</i>  |          |             |            |
| One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and to analyze past events.   |          |             |            |
| <b>261 INSTRUMENTAL TECHNIQUES</b>   | <b>4</b> | <b>F</b>    |            |
| <i>C&amp;I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp. Adm. to Teacher Ed. req.</i>   |          |             |            |
| Problems and procedures in developing instrumental classes and organizations.  |          |             |            |
| <b>262 MUSIC EDUCATION</b>   | <b>4</b> | <b>F,S</b>  |            |
| <i>C&amp;I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp. Cons dept chair for non-MUS maj. Adm. to Teacher Ed. req.</i>  |          |             |            |
| Survey of music in the kindergarten and grades one through eight; current practices in teaching music; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program. |          |             |            |

|  |                  |            |
|--|------------------|------------|
| <b>264 MUSIC EDUCATION</b>   | <b>4</b>         | <b>F,S</b> |
| <i>C&amp;I 200 (6 hrs.) or 200.03 (grade of C or better req.) or 215 (2 hrs.) or conc reg req. Incl Clin Exp. Cons dept chair for non-MUS maj. Adm. to Teacher Ed. req.</i>  |                  |            |
| Problems and procedures in developing vocal classes and choral organizations for grades seven through twelve.  |                  |            |
| <b>265 OPERA PRACTICUM</b>   | <b>1</b>         | <b>F,S</b> |
| <i>May be repeated.</i>  |                  |            |
| Practical experience in the staging of an opera or musical with work ranging from set construction to leading roles.   |                  |            |
| <b>268 CONDUCTING</b>  | <b>2</b>         | <b>F,S</b> |
| <i>MUS 167 or cons inst req.</i>   |                  |            |
| Further development of conducting skills; principles of vocal production, rehearsal procedures, and problems of conducting music from all historical periods.  |                  |            |
| <b>281 - 288 PERFORMING ORGANIZATIONS</b>  | <b>1</b>         | <b>F,S</b> |
| <i>Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.</i>   |                  |            |
| Participation in major organizations: 281, Symphonic, Concert, or University Band; 282, Symphony Orchestra; 283, Chamber Wind Ensemble; 284, Concert Choir; 285, University Glee Club; 286, Treble Choir; 288, Civic Chorale.                          |                  |            |
| <b>294 MUSIC AND RECREATION</b>  | <b>3</b>         | <b>F,S</b> |
| <i>MUS 194 or cons inst req. Ability to read music. Field experiences req.</i>   |                  |            |
| Techniques and skills essential in the prescription, organization and procedures of leading recreational music activities within therapeutic settings. Development of functional skills on social instruments.   |                  |            |
| <b>298.01 PROFESSIONAL PRACTICE:</b>   |                  |            |
| <b>MUSIC THERAPY INTERNSHIP</b>  | <b>1</b>         | <b>F,S</b> |
| <i>May be repeated. Max 4 hrs. Course is offered on a Credit/no credit basis only. Formerly MUS 292.</i>   |                  |            |
| Supervised practical experience in therapeutic music situations in various institutions in the area.   |                  |            |
| <b>301 FORM AND ANALYSIS IN MUSIC</b>  | <b>3</b>         | <b>F</b>   |
| Structure of music from simple binary and ternary forms to rondo, theme and variations, and sonata forms.  |                  |            |
| <b>305 COMPOSITION</b>   | <b>3</b>         | <b>F,S</b> |
| <i>May be repeated.</i>  |                  |            |
| Free composition in larger forms.  |                  |            |
| <b>307 SURVEY OF MUSIC THEORY</b>  | <b>2</b>         | <b>F</b>   |
| Review of analytical techniques and procedures. Emphasis on tonal music.   |                  |            |
| <b>309 ADVANCED ORCHESTRATION</b>  | <b>3</b>         | <b>S</b>   |
| <i>MUS 209 or cons inst req.</i>   |                  |            |
| <b>330 PEDAGOGY AND LITERATURE</b>   | <b>2</b>         | <b>F,S</b> |
| <i>May be repeated. More than one area may be taken concurrently.</i>  |                  |            |
| Methods of teaching, class and individual instruction; emphasis on technique and a comparison of various teaching procedures. Survey of important literature and composers for each medium. Brass, woodwind, percussion, voice, strings, piano, organ. |                  |            |
| <b>331 - 338 APPLIED MUSIC</b>   | <b>2 or 4 ea</b> | <b>F,S</b> |
| <i>May be repeated. Permission of appropriate coord one sem in advance of reg req.</i>   |                  |            |
| Individual instruction: 331, Advanced brass; 332, Harpsichord; 332.10 Harp; 333, Organ; 334, Percussion; 335, Piano; 336, Strings; 337, Voice; 338, Woodwinds.   |                  |            |

|   |            |                   |  |
|---|------------|-------------------|--|
| <b>340 INFLUENCE OF MUSIC ON BEHAVIOR</b>   | <b>3</b>   | <b>F.S</b>        |  |
| <i>Sr standing or cons inst req.</i>  |            |                   |  |
| A study of the cultural, physiological, and psychological aspects of music with applications to the music therapy field.  |            |                   |  |
| <b>341 MUSIC IN THERAPY</b>   | <b>3</b>   | <b>F.S</b>        |  |
| <i>MUS 340 or cons inst req.</i>  |            |                   |  |
| A study of the theory, current practices, and research in the field of music therapy.   |            |                   |  |
| <b>360 INTRODUCTION TO PSYCHOMUSICIOLOGY</b>  | <b>3</b>   | <b>F</b>          |  |
| An introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music. |            |                   |  |
| <b>362 FIELD DATA COLLECTION IN MUSIC THERAPY</b>   | <b>1</b>   | <b>F.S</b>        |  |
| <i>Sr. standing, MUS 360, or cons inst req.</i>   |            |                   |  |
| Field experience in experimental research and behavioral data collection and evaluation as applied to the field of music therapy.   |            |                   |  |
| <b>363 CHORAL TECHNIQUES</b>  | <b>3</b>   |                   |  |
| <i>Course in conducting or practical experience req.</i>  |            |                   |  |
| Choral rehearsal techniques as used in contemporary music education and other choral performance. Materials for learning and repertoire development, emphasizing modern trends.                         |            |                   |  |
| <b>364 CURRENT ISSUES IN MUSIC EDUCATION</b>  | <b>1-3</b> | <b>F</b>          |  |
| <i>May be repeated. Max 5 hrs.</i>  |            |                   |  |
| Current trends in all areas of Music Education. Course is open to both majors and non-majors.   |            |                   |  |
| <b>365 OPERA PRACTICUM</b>  | <b>1</b>   | <b>F.S</b>        |  |
| <i>May be repeated.</i>   |            |                   |  |
| Practical experience in the staging of an opera or musical with work ranging from set construction to leading roles.  |            |                   |  |
| <b>371 MUSIC FOR THE EXCEPTIONAL CHILD</b>  | <b>3</b>   | <b>F.S</b>        |  |
| Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities.  |            |                   |  |
| <b>384 OPERA PRODUCTION</b>   | <b>3</b>   | <b>F.S</b>        |  |
| <i>Approval Music Theatre Director req. May be repeated.</i>  |            |                   |  |
| Problems of presenting specific representative works from music theatre repertoire.   |            |                   |  |
| <b>391 MUSICAL STYLES OF THE RENAISSANCE PERIOD</b>   | <b>3</b>   | <b>F</b>          |  |
| <i>MUS 204 req. Formerly MUSICAL STYLES IN THE RENAISSANCE.</i>   |            |                   |  |
| An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.   |            |                   |  |
| <b>392 MUSICAL STYLES OF THE BAROQUE PERIOD</b>   | <b>3</b>   | <b>S</b>          |  |
| <i>MUS 204 req.</i>   |            |                   |  |
| An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.   |            |                   |  |
| <b>394 MUSICAL STYLES OF THE CLASSICAL PERIOD</b>   | <b>3</b>   | <b>F</b>          |  |
| <i>MUS 204 req.</i>   |            |                   |  |
| An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.   |            |                   |  |
| <b>395 MUSICAL STYLES OF THE ROMANTIC PERIOD</b>  | <b>3</b>   | <b>S</b>          |  |
| <i>MUS 204 req.</i>   |            |                   |  |
| An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.   |            |                   |  |
| <b>396 MUSICAL STYLES OF THE TWENTIETH CENTURY</b>  | <b>3</b>   |                   |  |
| <i>MUS 204 req.</i>   |            |                   |  |
| An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period.   |            |                   |  |
| <b>398 PROFESSIONAL PRACTICE: CLINICAL INTERNSHIP IN MUSIC THERAPY</b>  | <b>1</b>   | <b>F.S.Summer</b> |  |
| <i>Acceptance into a clinical training facility affiliated with the National Association for Music Therapy req. May be repeated. Max 2 hrs.</i>   |            |                   |  |
| Professional application of current treatment and evaluation procedures in a clinical setting.  |            |                   |  |

## THEATRE (THE)

212 Centennial West

**Chairperson:** Alvin Goldfarb.

**Faculty:** Professors: Andreasen, Kirk, Pritner, Scharfenberg, Výbird. Associate Professors: Goldfarb, Harris, LaCasse, Ritch, Ruyle, Zielinski. Assistant Professors: Culver, Geist, Mottram, Ramirez, Sipes, Snoyer, Walker, Wilhelm.

### Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Theatre Programs

Degrees Offered: B.A., B.S.

#### COMPREHENSIVE THEATRE MAJOR

**Acting Sequence:** 55 hours in Theatre required. Required courses: THE 100, 102 or 302, 110, 111/311, 112/312, 113/313, 130, 160, 237, 240, 9 hours of 314 and/or 315, 317, 320, 321, 376, 377, and 2 hours of THE electives.

**Theatre Production Sequence:** 55 hours in Theatre required. Required courses: THE 100, 110, 130, 160, 237, 240, 260, 261, 362, 376, 377; 6 hrs. to be selected from THE 330, 331, 333, 361, 363: THE electives to complete 55 hours.

Theatre majors are encouraged to participate in at least one University Theatre production each semester. Credit in THE 102, or 302 may be earned for this participation. Students are encouraged to earn practicum credit in at least four different areas of theatre experience, such as costume, technical, management, acting, lighting, makeup. All students may audition for productions after they have achieved second semester freshman status.

#### MAJOR IN THEATRE

##### Teacher Certification Requirement

- 42 hours in Theatre required. Part of entitlement program leading to certification: secondary 6-12.
- Required courses: THE 100, 101, 110, 113/313, 130, 160, 185 (2 hrs), 237, 240, 280, 285 (2 hrs), 376, 385 and one course selected from THE 260, 340 or 341.

Student participation as described under the Comprehensive Theater Major applies to this program also. Students are required to enroll in THE 185/285 for a minimum of 1/2

credit hour their first semester and to complete a total of 4 credit hours of prescribed field activities in Theatre Education as a part of their program. The department recommends that students who plan to teach in high school take COM 125, 160, and 223. Second teaching field req.

To qualify for certification, students must complete an education minor, the professional education requirements, and the general education requirements, as described in the **Teacher Education Requirements-High School** section of this catalog.

#### **MINOR IN THEATRE**

- 24 hours in Theatre required.
- Required courses: 100, 101, 110, 130, 160, and 240; 4 hours from 376 and 377; THE electives to complete 24 hours.

#### **MINOR IN THEATRE**

##### **For Teacher Education**

- 24 hours in Theatre required.
- Required courses: THE 100, 101, 110, 160, 240, 260, 385 and THE electives to complete 24 hours.

The department recommends that students who plan to teach in high school take COM 125, 160 and 223.

## **Bachelor of Fine Arts (B.F.A.) Theatre Program**

Degree Offered: B.F.A.

The Bachelor of Fine Arts Degree is conceived by the Department of Theatre as: (1) a professional undergraduate program that prepares students in a more highly specialized and directed way to enter professional fields in acting and costume/stage design, and graduate programs in the fine arts; (2) a program devised for the student devoted to a career in the fine arts; (3) a program where students may receive early recognition, specialized career guidance, and achieve a level of competency that permits them to compete for career opportunities in the field of theatre (acting or costume/ stage design); and (4) a program that permits a high degree of concentration in specific subject areas. Students must audition for and be admitted to the BFA program. Theatre programs are accredited by the National Association of Schools of Theatre.

#### **COMPREHENSIVE B.F.A. THEATRE MAJOR**

**Acting Sequence:** 68 hours in Theatre and related areas required. Required courses: THE 100, 101, 110, 111, 112/312, 113/313, 130, 160, 210, 211, 237, 240, 317, 318, 319, 320, 321, 322, 323, 340, 376, and 377. Elective courses: 3 hours of Theatre electives, and 8 hours of Dance/Physical Education electives.

**Costume/Design Sequence:** 68 hours in Theatre and related areas required. Required courses: THE 100, 110, 130, 160, 237, 240, 260, 261, 362 363, 376, 377; ART 155, 156, 257; and at least one hour of THE 364 each semester after acceptance into the BFA program up to a maximum of 6 hours. In addition, requirements for students specializing in costume include THE 330, 331, 332, and 333; requirements for students specializing in Scene Design include THE 361, 365, 367, and HEC 338. Additional Theatre electives to complete major requirements.

## **Theatre Courses**

### **100 INTRODUCTION TO THE LITERATURE OF THE THEATRE 3 F.S**

Survey of literature of theatre from the Greeks to the present. Emphasis is on the study of structure, genres, and history of the period in which the play was produced.

### **101 ORAL INTERPRETATION OF LITERATURE 3 F.S**

*Some sections reserved for Theatre or Mass Communication majors.*

The individual performance of non-dramatic literature as a means of improving performance skills and as an approach to the study of literature.

### **102 THEATRE PRACTICUM 1-2 F.S**

*May be repeated.*

Production experience in the areas of acting, costume, and scenery preparation, production crew, box office, and stage management.

### **103 THEATRE ENCOUNTER 1-3 F,S**

*May be repeated. Max 6 hrs. Not for credit for first semester freshmen.*

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

### **110 BASIC ACTING 3 F.S**

*Maj min only. Cons inst req. May be repeated. Max 6 hrs.*

Basic skills and concepts of acting. Exploration of the actor's internal (psychological-emotional) resources through exercises, discussions and performance projects.

### **111 VOCAL TECHNIQUE FOR THE ACTOR I 3 S**

*THE 110 or equiv and cons inst req. Designed for beginning theatre students. Not for credit if had THE 311.*

Introductory studies and exercises in relaxation, breathing, alignment, tonal focus, and articulation, leading to an understanding of vocal life and the vocal demands placed upon the actor.

### **112 IMPROVISATION 3 F**

*THE 110 or equiv and cons inst req. Not for credit if had THE 312.*

Detailed exploration of improvisational skills as a tool for rehearsal and performance.

### **113 SCRIPTED MATERIAL 3 S**

*THE 110 or equiv and cons inst req. Not for credit if had THE 313.*

Analysis, rehearsal and performance of representative scripts.

### **114 ACTING STYLE:DISCOVERY AND PERFORMANCE 3 F,S**

*THE 110 or equiv and cons inst req. May be repeated.*

Analysis, rehearsal and performance technique examined through the work of a particular playwright.

### **115 ACTING: EXPLORING CHARACTERIZATION THROUGH ANIMAL EXERCISES 3 S**

*THE 110 or equiv and cons inst req. May be repeated.*

Techniques of actor research and characterization using animal models. Exploration of primitive behavior patterns requiring the actor's total physical and psychological commitment.

**130 INTRODUCTION TO COSTUME 3 F.S***Lab arranged.*

Study and practical application of costume construction techniques and the study of basic costume design practice.

**150 INTRODUCTION TO THE THEATRE 3 US-6 F.S***Not for credit THE maj min.*

Special attention to the productions being given during the semester.

**151 HISTORY OF THE THEATRE IN WESTERN CULTURE 3 US-2 F.S***Not for credit maj min.*

An introductory survey of the history of the Western theatre from its origins to the present, with particular emphasis on the influences of previous theatrical periods on the theatre of our time.

**153 INTRODUCTION TO ACTING 3 F.S***Not for credit maj min.*

Introduction to process and nature of acting; variety of theatre experiences to encourage an understanding and appreciation of actor's craft.

**154 INTRODUCTION TO BLACK DRAMA AND THEATRE 3 F**

Exploration of the plays of the Afro-American dramatist from the Harlem Renaissance to the Black Arts Movement through lecture, discussion, and workshop techniques.

**160 STAGECRAFT 3 F.S***Lab req or conc reg. THE 102 or 302 req.*

Theory and technique of basic construction and rigging procedures.

**170 INTRODUCTION TO FILM ART 3 US-6 F.S**

Artistic and social values of the cinema as a contemporary art form. Screening and discussion of selected films.

**171 HISTORY OF THE AMERICAN FILM 3 S**

The art and thought of 20th Century American life as interpreted through the film.

**183 PUPPETRY 3***Also offered as ART 183.*

Introduction to the performance art of puppetry and its educational applications: history, staging and construction and manipulation of hand, rod, and shadow puppets.

**185 CONTINUING ORIENTATION TO THEATRE EDUCATION I 1/2 F.S***Enrollment limited to Theatre Education majors, who must enroll for 1/2 credit per semester for 8 semesters in THE 185 and 285 for a total of 4 hours. Concurrent enrollment may be arranged; exceptions (especially for transfer students) to the semester requirement by consent of the chairperson of the department. Course is structured as a self-instructional program with a series of required experiences and sequential developmental evaluations which are to be completed prior to student teaching. Students will be required to attend formal class meetings during their initial semester to review procedures for observation and participation in individualized field experiences in theatre education. Succeeding semesters of enrollment are on a self-instructional basis with individual conferences scheduled for advisement and assessment.*

The principles of administering a secondary school theatre program as a learning facilitator, co-curricular director, and theatre professional.

**237 STAGE MAKE-UP 2 F.S***THE 100 req. Materials charge optional.*

Introduction to make-up technique through lecture-demonstration and laboratory practice. Development of ability in corrective and prosthetic make-up for characterization.

**240 PRINCIPLES OF STAGE DIRECTION 3 F.S***THE 100, 160 req.*

Acquaints the student with the basic principles of stage direction and provides a basic vocabulary and methodology.

**250 ARTS AND THE MODERN WORLD 3 US-6 F.S***Also offered as ART 250 and MUS 250.*

Selected works from music, theatre, and visual arts that amplify the roles, definitions, and capabilities of art as a humanistic value enterprise in contemporary life.

**259 AESTHETIC EXPERIENCE 1 F.S***May be repeated. Max 3 hrs. Also offered as ART 259 and MUS 259.*

One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and analyze past events.

**260 TECHNICAL PROCEDURES 3 F.S***THE 160 req.*

Procedures and problems of technical production.

**261 LIGHTING FOR STAGE AND TELEVISION 3 F**

Instrumentation, aesthetics, application of theatrical and television lighting through classroom-laboratory study.

**270 THE DOCUMENTARY IN FILM AND BROADCASTING 3 S***Also offered as COM 270.*

Historical, philosophical and theoretical consideration of documentary approach in films, television and radio.

**271 SURVEY OF NON-WESTERN FILM 3 US-8**

Cross-cultural study of the historical and aesthetic development of non-western national cinemas through selected African, Indian, Japanese, and Chinese films.

**280 CREATIVE DRAMA 3 F.S***Observations and practical activities req. Not for credit if in Elementary Education Core Program.*

Study of the theory and use of drama in classrooms, camps, youth groups, and other instructional situations. Provides an awareness of personal creative potential through drama.

**285 CONTINUING ORIENTATION TO THEATRE EDUCATION II 1/2 F.S***Incl Clin Exp.*

Continuation of THE 185: The principles of administering a secondary school theatre program as a learning facilitator, co-curricular director and theatre professional.

**302 THEATRE PRACTICUM 1-3 F.S***May be repeated.*

Production experience in the areas of acting, costume, and scenery preparation, production, crew, box office, and stage management.

**303 THEATRE ENCOUNTER 1-3 F.S***May be repeated. Max 6 hrs. Cons inst req. MFA students may enroll for credit in each term of residency.*

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product.

|   |            |  |            |
|---|------------|--|------------|
| <b>309 DIRECTED PROJECTS 1-3</b>  | <b>F.S</b> | <b>322 AUDITIONING 3</b>   | <b>F</b>   |
| <i>Cons inst req. May be repeated.</i><br>Individually supervised study for the advanced student.   |            | <i>THE 314 or 411 and cons inst req.</i><br>Preparation, performance and evaluation of numerous audition projects; discussion of the actor's search for employment in the professional theatre.                                      |            |
| <b>311 VOCAL TECHNIQUE FOR THE ACTOR I 3</b>  | <b>S</b>   | <b>323 DIAGNOSTIC STUDIO FOR ACTORS 3 S</b>  |            |
| <i>THE 110 or equiv and cons inst req. Designed for juniors and seniors with prior vocal experience in acting. Not for credit if had THE 111.</i>   |            | <i>THE 322 and cons inst req.</i><br>Performance work specifically and individually devised to treat the diagnosed needs of each student's development as an actor.  |            |
| Introductory studies and exercises in relaxation, breathing, alignment, tonal focus and articulation, leading to an understanding of vocal life and the vocal demands placed upon the actor.  |            |  |            |
| <b>312 IMPROVISATION 3</b>  | <b>F</b>   | <b>324 STAGE MOVEMENT III 3</b>  | <b>F.S</b> |
| <i>THE 110 or equiv and cons inst req. Not for credit if had THE 112.</i>   |            | <i>THE 320, 321 and cons inst req. Repeatable to 9 hrs.</i><br>Continuation of movement training, varying from semester to semester in special areas including mime, stage, combat, mask, and circus techniques.                     |            |
| Detailed exploration of improvisational skills as a tool for rehearsal and performance.   |            |  |            |
| <b>313 SCRIPTED MATERIAL 3</b>  | <b>S</b>   | <b>330 THEATRICAL COSTUME DESIGN 3 S</b>   |            |
| <i>THE 110 or equiv and cons inst req. Not for credit if had THE 113.</i>   |            | <i>THE 130 req. May be repeated. Max 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency.</i><br>Research and practical application to theatrical costume designing; use of dramatic analysis. |            |
| Analysis, rehearsal and performance of representative scripts.  |            |  |            |
| <b>314 ACTING STYLE: DISCOVERY AND PERFORMANCE 3</b>  | <b>F,S</b> | <b>331 HISTORY AND STYLES OF STAGE COSTUMING 3</b>   | <b>F</b>   |
| <i>THE 110 or equiv and cons inst req. May be repeated.</i><br>Analysis, rehearsal and performance technique examined through the work of a particular playwright.  |            | <i>THE 130 req.</i><br>The costume's reflection of cultural and social milieu, and the costume's application to the stage.   |            |
| <b>315 ACTING: EXPLORING CHARACTERIZATIONS THROUGH ANIMAL EXERCISES 3</b>   | <b>S</b>   | <b>332 COSTUME CONSTRUCTION 3</b>  | <b>S</b>   |
| <i>THE 110 or equiv and cons inst req. May be repeated.</i><br>Techniques of actor research and characterization using animal models. Exploration of primitive behavior patterns requiring the actor's total physical and psychological commitment. |            | <i>THE 130 and cons inst req. Lab arranged.</i><br>Pattern drafting, draping, fitting, and specialized construction techniques for the theatrical costume craftsman.   |            |
| <b>316 ACTING FOR THE MUSICAL THEATRE 3</b>   | <b>S</b>   | <b>333 COSTUME CRAFTS 3</b>  |            |
| <i>Cons inst req.</i><br>A study of acting problems inherent in performing for various forms of musical theatre. Work to include preparation of musical numbers and scenes.   |            | <i>THE 130 req. Materials charge optional.</i><br>Theory and technique of costume construction and use of special materials.   |            |
| <b>317 VOCAL TECHNIQUE FOR THE ACTOR II 3</b>   | <b>F</b>   | <b>340 DIRECTING WORKSHOP 3</b>  | <b>F,S</b> |
| <i>THE 111 or 311 or equiv and cons inst req.</i>   |            | <i>THE 240 req. May be repeated. Max 6 hrs toward degree program.</i><br>Principles and methodologies of stage direction applied to particular problems in a workshop format.  |            |
| Advanced studies in vocal discipline for actors, including exercises in breath control, relaxation, alignment, tonal focus and articulation.  |            |  |            |
| <b>318 VOCAL TECHNIQUE FOR THE ACTOR III 3</b>  | <b>S</b>   | <b>341 ORAL INTERPRETATION OF LITERATURE II 3</b>  | <b>S</b>   |
| <i>THE 317 and cons inst req. Repeatable to 9 hrs.</i>  |            | <i>THE 101 req.</i><br>A study of the group forms of Interpretation--Readers Theatre and Chamber Theatre, with experiences to provide the student with practical applications of theory and principle.                               |            |
| Further development of the actor's vocal discipline and resources focusing on specialized textual study, character acting and vocal improvisation.  |            |  |            |
| <b>320 STAGE MOVEMENT I 3</b>   | <b>F</b>   | <b>344 PRINCIPLES OF THEATRE MANAGEMENT 3</b>  | <b>S</b>   |
| <i>Cons inst req.</i>   |            | <i>Lab arranged.</i><br>Course introduces and demonstrates the practices and procedures of theatre management in today's theatre.  |            |
| Fundamental principles of stage movement; physical improvisation; traditional stage deportment; performing in period costumes.  |            |  |            |
| <b>321 STAGE MOVEMENT II 3</b>  | <b>S</b>   | <b>348 PLAYWRITING 3</b>   |            |
| <i>THE 320 and cons inst req.</i>   |            | <i>Also offered as ENG 348.</i><br>Playwriting techniques of selected masters with practical application of techniques in writing original plays.  |            |
| Advanced movement techniques including a study of period dances, stage violence, and mime.  |            |  |            |
| <b>361 ADVANCED STAGE LIGHTING 3</b>  | <b>S</b>   | <b>362 STAGE DESIGN 3</b>  | <b>F</b>   |
| <i>THE 160, 260 req.</i>  |            | <i>THE 160, 260 req.</i><br>Lighting design for proscenium and non-proscenium production; attention to system design.  |            |
| Lighting design for proscenium and non-proscenium production; attention to system design.   |            |  |            |
| <b>362 STAGE DESIGN 3</b>   | <b>F</b>   |  |            |
| <i>THE 160, 260 req.</i>  |            | Nature, function, and aesthetics of scene design, with practice in composition.  |            |

|   |               |          |
|---|---------------|----------|
| <b>363 ADVANCED DESIGN    3</b>   | <b>S</b>      |          |
| THE 362 req. May be repeated. Max 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency.  |               |          |
| Intensive work in the areas of design and rendering for the stage; emphasis upon new materials and techniques.  |               |          |
| <b>364 ADVANCED PROJECTS<br/>IN DESIGN    2-4</b>   | <b>F,S</b>    |          |
| <i>May be repeated.</i>   |               |          |
| A study of design and production problems as they relate to productions being mounted by the Department of Theatre. Emphasis placed upon creative and collaborative aspects of producing theatre. |               |          |
| <b>365 SCENE PAINTING    3</b>  | <b>F</b>      |          |
| Development of the skills necessary for the organization, preparation, and execution of painted scenery for the stage.  |               |          |
| <b>367 SCENOGRAPHIC TECHNIQUES    3</b>   | <b>S</b>      |          |
| IT 210 or equiv req.  |               |          |
| A study of descriptive geometry and drafting techniques that are necessary in developing three dimensional stage space and scenic units into plans, elevations, and working drawings.             |               |          |
| <b>370 HISTORY OF THE CINEMA    3</b>   | <b>F,S</b>    |          |
| <i>Lab: screening of significant films.</i>   |               |          |
| Historical and aesthetic development of the cinema.   |               |          |
| <b>371 FILM THEORY AND CRITICISM    3</b>   | <b>F</b>      |          |
| <i>Taught in Fall of even numbered years.</i>   |               |          |
| Theories relating to art of filmmaking.   |               |          |
| <b>376 THEATRE HISTORY I    4</b>   |               | <b>F</b> |
| THE 100 req.  |               |          |
| The study of the history of drama and theatrical production from their origin to approximately 1775.  |               |          |
| <b>377 THEATRE HISTORY II    4</b>  |               | <b>S</b> |
| THE 100, 376 req.   |               |          |
| The study of the history of drama and theatrical production from the late eighteenth century to the present.  |               |          |
| <b>378 SHAKESPEARE ON STAGE    3</b>  | <b>Summer</b> |          |
| <i>May be repeated once. Also offered as ENG 378.</i>   |               |          |
| An intensive study of Shakespeare's plays in production. For the student with adequate familiarity with Shakespeare and his works.  |               |          |
| <b>381 CREATIVE DRAMA PRACTICUM    2-3</b>  | <b>F,S</b>    |          |
| THE 280 or C&I 250 and cons inst req. Incl Clin Exp.  |               |          |
| Students will gain practical experience in creative drama teaching by leading a class in drama under faculty supervision for a semester.  |               |          |
| <b>385 PRINCIPLES OF THEATRE<br/>EDUCATION    5</b>   |               | <b>F</b> |
| THE 285, C&I 200 (6 hours) or 200.03 (grade of C or better req.) or 215 (2 hours) or conc reg req. Incl Clin Exp. Adm. to Teacher Ed. req.  |               |          |
| Philosophies of theatre education, teaching strategies, co-curricular programs, textbook analyses, professional organizations, and related field experience.                                      |               |          |



## University Faculty and Administrative Staff

The following is a list of faculty and administrative staff members as of the first semester of the 1984-85 academic year. The listing reflects academic ranks, titles, and assignments in effect during 1984-85. The date following the name of the person indicates the year of joining the Illinois State University staff. Only the highest academic degree is indicated for each faculty member.

### Ahmed A. Abdel-Halim (1970)

Professor, Department of Management and Marketing  
Ph.D., University of Illinois

### Mary L. Abel (1984)

Instructor, Department of Curriculum and Instruction  
M.S.Ed., Illinois State University

### Ellen M. Abshire (1960)

Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.S., Indiana University

### Harold D. Adams (1984)

Lecturer, Department of Agriculture  
B.S. Ed., Illinois State University

### Steven L. Adams (1976)

Associate Director of Admissions and Coordinator of School and College Relations  
B.S., Illinois Wesleyan University

### Vernon A. Adams (1970)

Assistant to the President of the University  
Adjunct Associate Professor, Department of Educational Administration and Foundations  
Ph.D., University of Illinois

### Roshan D. Ahuja (1984)

Visiting Instructor, Department of Management and Marketing  
M.B.A., Northern Illinois University

### Richard N. Albert (1963)

Assistant Professor, Department of English  
M.S., The University of Wisconsin

### Diane M. Alexander (1982)

Lecturer, Department of Criminal Justice Sciences  
M.S., Illinois State University

### Wilma J. Alexander (1970)

Chairperson, Department of Business Education and Administrative Services  
Professor, Department of Business Education and Administrative Services  
Ed.D., Oklahoma State University

### Larry A. Alferink (1983)

Chairperson, Department of Psychology  
Associate Professor, Department of Psychology  
Ph.D., Utah State University

### Robert B. Allan (1978)

Academic Advisor, College of Fine Arts  
Lecturer, Department of Music  
M.S. in Ed., Illinois State University

### Dennis H. Allridge (1980)

Director, Illinois Special Olympics  
B.S., Eastern Illinois University

### James J. Alstrum (1981)

Assistant Professor, Department of Foreign Languages  
Ph.D., Vanderbilt University

### Linda S. Althoff (1984)

Instructor, Department of Speech Pathology and Audiology  
M.S., Illinois State University

### Kathryn D. Alvarado (1982)

Adjunct Instructor, Department of Health Sciences  
B.S., Northern Illinois University

### Peter Alvino (1982)

Faculty Associate in Metcalf Elementary School  
Ed.D., Northern Illinois University

### Stanley G. Aman (1981)

Assistant Professor, Department of Industrial Technology  
Ed.D., Auburn University

### Marion AMDURSKY (1984)

Assistant Librarian  
Instructor in Library Science

Lecturer, Department of Communication  
M.S.L.S., University of Kentucky

### Saul AMDURSKY (1984)

Lecturer, Department of Communication  
M.S.L.S., University of Kentucky

### Stephanie H. Amster (1970)

Associate Professor, Department of Art  
M.F.A., The University of Texas

### Susan F. Amster (1972)

Professor, Department of Art  
Ph.D., The University of Texas

### Barbara S. Anderson (1981)

Assistant Librarian

Instructor in Library Science  
M.L.S., University of Pittsburgh

### Diane Hodges Anderson (1971)

Counselor, Student Counseling Center  
M.S., Illinois State University

### Edward T. Anderson (1965)

Dean, College of Continuing Education and Public Service  
Professor, Department of Industrial Technology

Ed.D., University of Illinois

### Frances E. Anderson (1970)

Professor, Department of Art  
Ed.D., Indiana University

### Karen L. Anderson (1977)

Director, Laboratory Schools Special Education  
Ed.D., Illinois State University

### Linda P. Anderson (1984)

Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University

### Paul S. Anderson (1982)

Associate Professor, Department of Geography-Geology  
Ph.D., The Australian National University

### Roger C. Anderson (1976)

Professor, Department of Biological Sciences  
Ph.D., The University of Wisconsin

### Ronny C. Anderson (1973)

Assistant Director of Financial Aid  
Acting Assistant to Vice President of Student Affairs

M.A., The University of Chicago

### Scott E. Anderson (1983)

Counselor, Student Counseling Center  
M.Ed., Georgia State University

### Louis E. Andrade (1967)

Assistant Professor, Department of Philosophy  
Ph.D., The University of Nebraska

### Edward A. Andreassen (1967)

Professor, Department of Theatre  
M.A., Michigan State University

### Wayne D. Andrews (1977)

Associate Professor, Department of Industrial Technology  
Ed.D., West Virginia University

### Barry R. Ankney (1983)

Instructor, Department of Specialized Educational Development  
M.S., Illinois State University

### Janet L. Anthony (1983)

Head Women's Gymnastics Coach, Intercollegiate Athletics  
M.S., West Virginia University

### Susan K. Appel (1983)

Instructor, Department of Art  
M.A., The University of Iowa

### George Arakapadavil (1984)

Assistant Professor, Department of Educational Administration and Foundations  
Ph.D., University of Illinois

### Wilson C. Archer (1983)

Assistant Professor, Department of Art  
Ph.D., University of Virginia

### Ruben R. Arjona (1982)

Assistant Athletic Trainer, Intercollegiate Athletics  
M.S., Illinois State University

### Donald J. Armstrong (1966)

Professor, Department of Music  
D.M.A., The University of Texas

### Joseph E. Armstrong (1978)

Associate Professor, Department of Biological Sciences  
Ph.D., Miami University

### Karen S. Arnold (1981)

Faculty Associate in Metcalf Elementary School  
B.S. in Ed., Illinois State University

### Joseph T. Arrigo (1984)

Visiting Professor, Department of Chemistry  
Ph.D., Northwestern University

### Margaret B. Arter (1982)

Adjunct Instructor, Department of Sociology, Anthropology and Social Work  
M.S.W., St. Louis University

### Candace J. Arthur (1977)

Assistant Librarian  
Assistant Professor of Library Science  
M.S., University of Illinois

### Pamela A. Arthur (1984)

Assistant Professor, Department of Political Science  
Ph.D., Northwestern University

### George F. Asbury (1970)

Assistant Professor, Department of Geography-Geology  
Ph.D., The University of Michigan

### Douglas B. Auer (1984)

Lecturer, Department of Applied Computer Science  
B.S., Illinois State University

### Ronald B. Augspurger (1984)

Acting Braden Auditorium Manager  
M.M., Northern Illinois University

### Roy A. Austensen (1969)

Professor, Department of History  
Ph.D., University of Illinois

### Nathan J. Averick (1980)

Adjunct Professor, Department of Health Sciences  
M.D., University of Illinois-Chicago

J.D., John Marshall Law School

### Janet L. Azbell (1984)

Instructor, Department of Curriculum and Instruction  
M.A.T., Angelo State University (Texas)

### G. Thomas Baer (1974)

Professor, Department of Curriculum and Instruction  
Ed.D., Northern Illinois University

### Stephen P. Baginski (1982)

Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.

### Donald R. Baker (1981)

Assistant Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Washington University

### Paul J. Baker (1965)

Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Duke University

### Reid Baker (1982)

Lecturer, Department of Music  
Robert L. Baker (1971)

Associate Professor, Department of Specialized Educational Development  
Ed.D., Syracuse University

### Margaret K. Balbach (1973)

Professor, Department of Agriculture  
Ph.D., University of Illinois

### Brian J. Baldeu (1981)

Instructor, Department of Health, Physical Education, Recreation and Dance  
M.S., University of Illinois

### Linda A. Ball (1979)

Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University

### Bradley J. Ballinger (1984)

Lecturer, Department of Communication  
B.S., Winona State University (Minnesota)

### K. Gerald Balls (1963)

Assistant Professor, Department of English  
M.S., Utah State University

### Wilson P. Banks (1963)

Assistant Professor, Department of Mathematics  
Ph.D., University of Illinois

### Donna M. Banner (1984)

Assistant Director, Office of Admissions and Records  
M.S., Illinois State University

### James M. Barco (1984)

Area Coordinator, Office of Residential Life  
M.S., The Florida State University

### Casimir C. Barczyk (1983)

Instructor, Department of Management and Marketing  
M.U.P.P., University of Illinois

## 184 Faculty and Administrative Staff

- Drucilla K. Barker (1981)**  
Lecturer, Department of Economics  
M.S., Illinois State University
- David E. Barnes (1984)**  
Faculty Assistant, Department of Mathematics  
B.A., Illinois Wesleyan University
- Colin G. Barnett (1983)**  
Assistant Professor, Department of Biological Sciences  
Ph.D., University of California at Berkeley
- Mary T. Barr (1983)**  
Lecturer, Department of Art  
M.S., Illinois State University
- Carolyn Z. Bartlett (1979)**  
Associate Director, Office of Admissions and Records  
Ed.D., Illinois State University
- Buford H. Bass (1951)**  
Head Baseball Coach, and Professor, Department of Health, Physical Education, Recreation and Dance  
Ed.D., Louisiana State University
- Catherine N. Batsche (1977)**  
Assistant to the Provost  
Associate Professor, Department of Home Economics  
Ph.D., Illinois State University
- Everett E. Bauer (1970)**  
Professor, Department of Specialized Educational Development  
Ed.D., Illinois State University
- Michael C. Baum (1977)**  
Acting Associate Director, Student Counseling Center  
Assistant Professor, Department of Psychology  
Ph.D., The University of Texas at Austin
- Cynthia S. Baumgardner (1984)**  
Instructor, Department of Mathematics  
M.S., University of Illinois at Chicago Circle
- Edna F. Bazil (1978)**  
Assistant Professor, Department of Mathematics  
Ph.D., Southern Illinois University
- Barbara B. Beccue (1981)**  
Associate Professor, Department of Applied Computer Science  
Ph.D., University of Illinois
- Russell B. Bedford (1972)**  
Professor, Department of Music  
M.M., The University of Michigan
- Charlene H. Behrends (1978)**  
Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Larry K. Belknap (1979)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
Ed.D., Indiana University
- Penny G. Belknap (1983)**  
Coordinator, Activities/Programs, Bone Student Center  
B.S., Marshall University
- Claude A. Bell (1956)**  
Associate Professor, Department of Industrial Technology  
Ed.D., University of Missouri
- Janet S. Bell (1981)**  
Counselor, Special Services for Disadvantaged Students  
M.S. Ed., Illinois State University
- Stephanie A. Bennett (1984)**  
Tutor, High Potential Students Program  
Instructor, Department of Mathematics  
M.S. Ed., Eastern Illinois University
- Philip O. Berge (1983)**  
Assistant Professor, Department of Physics  
Ph.D., University of Arkansas
- Raymond M. Berger (1977)**  
Associate Professor, Department of Psychology  
Ph.D., University of Colorado
- Carlos Beristain (1984)**  
Assistant to Program Director, Department of Military Science
- Kenneth N. Berk (1969)**  
Professor, Department of Mathematics  
Ph.D., University of Minnesota
- Laura E. Berk (1969)**  
Professor, Department of Psychology  
Ph.D., The University of Chicago
- Bernard B. Bernardi (1983)**  
Assistant Professor, Department of Industrial Technology  
Ph.D., Illinois State University
- Avril M. Bernzen (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Quincy College
- Theresa E. Bertram (1984)**  
Faculty Associate in Laboratory Schools Special Education  
B.S. Ed., Illinois State University
- Anne F. Bettendorf (1984)**  
Instructor, Department of Agriculture  
M.S., South Dakota State University
- Norman C. Bettis (1974)**  
Professor, Department of Curriculum and Instruction  
Ph.D., Michigan State University
- Julia J. Bewsey (1960)**  
Assistant Librarian  
Assistant Professor of Library Science  
M.A., Indiana University
- Martha R. Bickley (1964)**  
Assistant Professor, Department of Business Education and Administrative Services  
M.S., Illinois State University
- Joan E. Bielfieldt (1975)**  
Instructor, Department of Accounting  
M.B.A., Illinois State University
- Thomas J. Bierma (1984)**  
Instructor, Department of Health Sciences  
M.B.A., University of Illinois
- Kathleen J. Bieschke (1984)**  
Acting Coordinator, Office of Residential Life  
B.S., Illinois State University
- Judith A. Bill (1983)**  
Assistant Director, Office of Admissions and Records  
B.A., Illinois State University
- Barbara T. Bills (1982)**  
Faculty Associate in University High School  
B.S. Ed., University of Illinois
- John F. Binning (1981)**  
Assistant Professor, Department of Psychology  
M.A., The University of Akron
- Dale E. Birkenholz (1962)**  
Professor, Department of Biological Sciences  
Ph.D., University of Florida
- Ferman Bishop (1960)**  
Professor, Department of English  
Ph.D., The University of Wisconsin
- Beverly K. Bivans (1976)**  
Faculty Associate in University High School  
M.S. in Ed., Southern Illinois University
- Marilyn F. Blank (1980)**  
Faculty Associate in Metcalf Elementary School  
B.S. in Ed., Emporia Kansas State College
- Barbara L. Blunk (1963)**  
Faculty Associate in University High School  
M.S., Illinois State University
- John K. Boaz (1965)**  
Associate Vice President for Administrative Services  
Associate Professor, Department of Communication  
Ph.D., Wayne State University
- Stanley J. Bobowski (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., University of Manitoba (Canada)
- Walter F. Boci (1966)**  
Associate Professor, Department of Art  
M.A., University of California at Berkeley
- Harold J. Bodeker (1984)**  
Assistant Director, Coordinator Motorcycle Safety Project  
B.S., Southern Illinois University
- Willard Bohm (1981)**  
Associate Professor, Department of Foreign Languages  
Ph.D., University of California at Berkeley
- James A. Botos (1971)**  
Associate Professor, Department of Music  
M.M., Northwestern University
- Charles W. Bolen (1970)**  
Dean, College of Fine Arts  
Professor, Department of Music  
Ph.D., Indiana University
- James W. Bommarito (1967)**  
Professor, Department of Specialized Educational Development  
Ed.D., Wayne State University
- Stephane D. Booth (1982)**  
Instructor, Department of History  
D.A., Illinois State University
- Paul W. Borg (1981)**  
Assistant Professor, Department of Music  
M.M., Arizona State University
- Harold J. Born (1961)**  
Chairperson, Department of Physics  
Professor, Department of Physics  
Ph.D., Iowa State University
- Carl H. Botan (1984)**  
Assistant Professor, Department of Communication  
M.A., Wayne State University
- Daniel M. Boucek (1984)**  
Admissions Counselor, Office of Admissions and Records  
M.A., Illinois State University
- Mack L. Bowen (1971)**  
Professor, Department of Specialized Educational Development  
Ph.D., University of Illinois
- Clarence A. Bowman (1978)**  
Associate Professor, Department of Speech Pathology and Audiology  
Ph.D., University of Illinois
- Mary D. Bowman (1981)**  
Faculty Associate in Metcalf Elementary School  
B.A., Augustana College
- Fay F. Bowren (1969)**  
Professor, Department of Specialized Educational Development  
Ed.D., The University of New Mexico
- Harold E. Boyd (1965)**  
Professor, Department of Art  
M.F.A., The University of Kansas
- John R. Boyd (1975)**  
Faculty Associate in University High School  
M.A., Illinois State University
- Marilyn Miller Boyd (1982)**  
Coordinator, International House Programs  
M.A., Illinois State University
- Mary Ann Boyd (1975)**  
Faculty Associate in University High School and Metcalf Elementary School  
M.A., Illinois State University
- Judith Boyer (1968)**  
Associate Vice President for Student Affairs  
M.A., Illinois State University
- George J. Brabb (1975)**  
Coordinator, Graduate Program, College of Business  
Professor, Department of Management and Marketing  
Ph.D., University of Illinois
- Wanda R. Bradford (1982)**  
Faculty Associate in Metcalf Elementary School  
M.S. Ed., Illinois State University
- Robert C. Bradley (1982)**  
Assistant Professor, Department of Political Science  
M.A., The University of Akron
- Nancy J. Bragg (1984)**  
Assistant Director, Honors Program  
M.S. Ed., Illinois State University
- Michele E. Branson (1977)**  
Assistant Librarian  
Assistant Professor of Library Science  
M.S., Illinois State University
- Sophronie D. Breedlove (1979)**  
Counselor, Student Counseling Center  
Ed.D., The University of Virginia
- Alma B. Bremer (1950)**  
Assistant Professor, Department of Home Economics  
M.A., University of Illinois
- John L. Brickell (1978)**  
Professor, Department of Educational Administration and Foundations  
Ph.D., University of Oregon
- Nancy A. Brickell (1983)**  
Instructor, Department of Speech Pathology and Audiology  
M.S., Illinois State University
- John E. Briggs (1976)**  
Faculty Associate in University High School  
M.S. in Ed., Illinois State University
- Melinda A. Bright (1984)**  
Coordinator, Office of Residential Life  
M.P.S., Loyola University

- Benton K. Bristol (1965)**  
Professor, Department of Agriculture  
Ed.D., The Pennsylvania State University
- Herman E. Brockman (1963)**  
Distinguished Professor, Department of Biological Sciences  
Ph.D., The Florida State University
- Doris R. Brodeur (1984)**  
Associate Professor, Department of Curriculum and Instruction  
Ph.D., Indiana University
- Dwight E. Brooks (1980)**  
Director, Radio Production, Department of Communication  
M.A., The Ohio State University
- Irene T. Brosnahan (1968)**  
Associate Professor, Department of English  
Ph.D., Georgetown University
- Leger N. Brosnahan (1968)**  
Associate Professor, Department of English  
Ph.D., Harvard University
- Janice E. Brown (1974)**  
Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Lauren E. Brown (1967)**  
Professor, Department of Biological Sciences  
Ph.D., The University of Texas
- Lester E. Brown (1974)**  
Professor, Department of Curriculum and Instruction  
Ph.D., University of Minnesota
- Lynn H. Brown (1960)**  
Associate Professor, Department of Mathematics  
Ph.D., The University of Iowa
- Mary J. Brown (1967)**  
Assistant Librarian  
Associate Professor of Library Science  
A.M., Indiana University
- Sandra C. Brown (1979)**  
Faculty Associate in University High School  
M.S., Illinois State University
- Thomas R. Brown (1983)**  
Instructor, Department of Mathematics  
M.S., Illinois State University
- James F. Brubeck (1956)**  
Assistant Professor, Department of Management and Marketing  
M.A., Ball State University
- Larry J. Brumbaugh (1979)**  
Assistant Professor, Department of Applied Computer Science  
M.S., University of Kentucky
- David P. Brunner (1980)**  
Assistant Professor, Department of Biological Sciences  
Ph.D., Miami University
- Phyllis B. Bruno (1981)**  
Faculty Associate in Laboratory Schools  
Special Education  
B.S. in Ed., Illinois State University
- Michael A. Brunt (1972)**  
Associate Professor, Department of Speech Pathology and Audiology  
Ph.D., The University of Kansas
- Donna H. Bruyere (1981)**  
Assistant Professor, Department of Specialized Educational Development  
Counselor, Student Counseling Center  
Ph.D., University of Oregon
- Norma D. Buckles (1980)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Millikin University
- Ronald L. Budig (1979)**  
Professor, Department of Industrial Technology  
Ph.D., Illinois State University
- Roger K. Bunting (1966)**  
Associate Professor, Department of Chemistry  
Ph.D., The Pennsylvania State University
- Janet V. Burcalow (1982)**  
Assistant Professor, Department of Curriculum and Instruction  
Ph.D., University of Minnesota
- Philip Burak (1983)**  
Assistant Professor, Department of Agriculture  
Ph.D., The Ohio State University
- Alan W. Burkard (1983)**  
Coordinator, Office of Residential Life  
M.Ed., The Pennsylvania State University
- Martha R. Burwell (1983)**  
Instructor, Department of Music  
M.M., Ball State University
- Lucille L. Buscher (1981)**  
Instructor, Department of Specialized Educational Development  
M.S. in Ed., Illinois State University
- James A. Butler (1984)**  
Research Assistant, Department of Chemistry  
B.S., Illinois State University
- James D. Butler (1976)**  
Professor, Department of Art  
M.F.A., The University of Nebraska
- Leonard C. Butts (1982)**  
Assistant Professor, Department of English  
Ph.D., The University of Tennessee
- Robert A. Bye (1979)**  
Instructor, Department of Mathematics  
M.S., Illinois State University
- Ezra U. Byler (1981)**  
Assistant Professor, Department of Finance and Law  
B.B.A., Kent State University
- Kathryn A. Byrd (1982)**  
Instructor, Department of Communication  
M.A., The University of Tennessee
- Bernard R. Cahill (1983)**  
Adjunct Professor, Department of Health, Physical Education, Recreation, and Dance  
M.D., University of Illinois
- Jerome R. Cain (1975)**  
Professor, Department of Biological Sciences  
Ph.D., University of Connecticut
- Thomas E. Caldwell (1970)**  
Professor, Department of Specialized Educational Development  
Ed.D., The University of Kansas
- Harry L. Campbell (1976)**  
Associate Professor, Department of Industrial Technology  
Ph.D., The Ohio State University
- Mary P. Campbell (1978)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
M.S.W., The Ohio State University
- Ellen S. Cantrell (1984)**  
Instructor, Department of Specialized Educational Development  
M.S. Ed., Illinois State University
- Rebecca H. Cantrell (1980)**  
Faculty Associate in Laboratory Schools  
Special Education  
B.S. in Ed., Illinois State University
- Patricia H. Carlton (1972)**  
Instructor, Department of Finance and Law  
LL.B., University of Illinois
- Jeffrey L. Carlson (1984)**  
Assistant Professor, Department of Economics  
Ph.D., University of Illinois
- Lucille C. Carney (1981)**  
Instructor, Department of Specialized Educational Development  
M.S. in Ed., Northern Illinois University
- Christine B. Carpenter (1983)**  
Instructor, Department of Specialized Educational Development  
M.A., Bradley University
- Charlotte P. Carr (1968)**  
Professor, Department of Home Economics  
Ph.D., Southern Illinois University
- Paul A. Carr (1982)**  
Area Coordinator, Office of Residential Life  
M.S. Ed., Northern Illinois University
- Robin L. Carr (1968)**  
Associate Professor, Department of English  
Ph.D., University of Illinois
- Dorothy H. Carrington (1961)**  
University Affirmative Action Officer  
Associate Professor, Department of Psychology  
Ed.D., The Florida State University
- James M. Carroll (1984)**  
Lecturer, Department of Applied Computer Science  
B.S., Illinois State University
- Marian J. Carroll (1970)**  
Assistant Librarian  
Associate Professor of Library Science  
Ed.S., George Peabody College for Teachers
- Barbara J. Carter (1983)**  
Coordinator, Academic Services, High Potential Students Program  
M.S., Southern Illinois University
- James R. Carter (1982)**  
Director, Academic Advisement  
Ph.D., The Ohio State University
- Shelley Coleman Carter (1982)**  
Acting Director, Reading/Study Skills Center  
Instructor, Department of Specialized Educational Development  
M.S. Ed., Illinois State University
- Timothy J. Carter (1984)**  
Head Soccer Coach, Intercollegiate Athletics  
B.A., University of Southern Maine
- Valjean M. Casper (1961)**  
Professor, Department of Psychology  
Ed.D., University of Northern Colorado
- Wayne L. Caster (1981)**  
Lecturer, Department of Art  
B.A., Western Illinois University
- Debra A. Cavalla (1984)**  
Adjunct Instructor, Department of Health Sciences  
B.S., Illinois State University
- Donald V. Chalmers (1974)**  
Assistant Professor, Department of Applied Computer Science  
Ph.D., The Pennsylvania State University
- Merritt M. Chambers (1966)**  
Professor, Department of Educational Administration and Foundations  
Ph.D., The Ohio State University
- Roger J. Champagne (1960)**  
Professor, Department of History  
Ph.D., The University of Wisconsin
- Elizabeth A. Chapman (1983)**  
Dean, College of Applied Science and Technology  
Professor, Department of Health, Physical Education, Recreation, and Dance  
Ph.D., University of Southern California
- Nancy L. Chapman (1968)**  
Associate Professor, Department of Health, Physical Education, Recreation, and Dance  
Ed.D., The University of North Carolina at Greensboro
- Randall I. Charles (1982)**  
Associate Professor, Department of Mathematics  
Ph.D., Indiana University
- Stephan B. Charton (1983)**  
Principal, University High School  
Ed.D., Rutgers University
- Ramesh Chaudhari (1977)**  
Associate Professor, Department of Educational Administration and Foundations  
Ph.D., Illinois State University
- Aristides B. Chavez, Jr. (1972)**  
Associate Professor, Department of Music  
M.M., The University of New Mexico
- Joe-Chang Roda Chen (1984)**  
Counselor, Student Counseling Center  
M.S. Ed., Indiana University
- Patricia A. Chesebro (1963)**  
Associate Professor, Department of Psychology  
Ph.D., University of Illinois
- Hou T. Cheung (1979)**  
Assistant Professor, Department of Biological Sciences  
Ph.D., The University of Wisconsin-Madison
- Ruth L. Chin (1980)**  
Faculty Associate in University High School and Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Jeffrey B. Chinn (1982)**  
Assistant Provost for Undergraduate Instruction  
Ph.D., The University of Wisconsin
- Frank T. Chioldo (1963)**  
Associate Professor, Department of Health, Physical Education, Recreation, and Dance (University High School)  
Ed.D., University of Southern Mississippi
- Sharad S. Chitgopekar (1978)**  
Associate Professor, Department of Management and Marketing  
Ph.D., The Florida State University
- John F. Chizmar (1971)**  
Acting Associate Provost and Dean of Instruction  
Professor, Department of Economics  
Ph.D., Boston College

- Willie Chong, Jr. (1984)**  
Assistant to Program Director, Department of Military Science
- Carol A. Chrisman (1982)**  
Associate Professor, Department of Applied Computer Science  
Ph.D., Purdue University
- Gerry L. Chrisman (1982)**  
Associate Professor, Department of Applied Computer Science  
Ph.D., Purdue University
- Richard L. Christensen (1974)**  
Assistant Librarian  
Assistant Professor of Library Science  
M.A., The University of Iowa
- Wilbur W. Chrudimsky (1970)**  
Associate Professor, Department of Agriculture  
Ph.D., Oklahoma State University
- Tsan-lang Chuang (1967)**  
Professor, Department of Biological Sciences  
Ph.D., University of California at Berkeley
- Diana R. Cianin (1984)**  
Assistant Professor, Department of Health, Physical Education, Recreation, and Dance  
M.F.A., University of California at Irvine
- Gary J. Clark (1969)**  
Associate Professor, Department of Chemistry  
Ph.D., University of Utah
- Judith L. Clark (1969)**  
Instructor, Department of Specialized Educational Development  
M.S., Illinois State University
- Kathleen Malone Clesson (1980)**  
Faculty Associate in University High School  
M.Ed., University of Illinois
- R. Eloise Cline (1969)**  
Assistant Librarian  
Associate Professor of Library Science  
M.S., University of Illinois
- Donald J. Cochran (1972)**  
Counselor, Student Counseling Center  
Ph.D., The University of Arizona
- John D. Code (1984)**  
Faculty Associate in Laboratory Schools Special Education  
B.S. Ed., Illinois State University
- James D. Coe (1967)**  
Assistant Professor, Department of Specialized Educational Development  
M.A., Clarke College
- Donald A. Coffin (1980)**  
Assistant Professor, Department of Economics  
Ph.D., West Virginia University
- Ira Cohen (1965)**  
Director, Honors Program  
Associate Professor, Department of History  
Ph.D., New York University
- Raymond L. Cohn (1977)**  
Associate Professor, Department of Economics  
Ph.D., University of Oregon
- Sadik Cokelez (1984)**  
Assistant Professor, Department of Management and Marketing  
M.S. Ed., Cornell University
- Garold L. Cole (1968)**  
Assistant Librarian  
Associate Professor of Library Science  
M.L.S., The University of Oklahoma
- Steven E. Cole (1984)**  
Assistant Professor, Department of English  
B.A., Goddard College
- David J. Cole (1973)**  
Assistant Director, Office of Admissions and Records  
M.S., Illinois State University
- James E. Collie (1957)**  
Professor, Department of Health, Physical Education, Recreation, and Dance  
P.E.D., Indiana University
- David L. Collier (1982)**  
Instructor, Department of Music  
M.M., Indiana University
- Glen E. Collier (1978)**  
Associate Professor, Department of Biological Sciences  
Ph.D., Cornell University
- Patricia E. Colter (1983)**  
Tutor in High Potential Students Program
- Instructor, Department of Specialized Educational Development  
M.S. in Ed., Illinois State University
- Regina B. Colvin (1969)**  
Coordinator in Academic Advisement  
M.S. in Ed., Indiana University
- William E. Colvin (1971)**  
Professor, Department of Art  
Ed.D., Illinois State University
- Mark E. Comadenda (1980)**  
Assistant Professor, Department of Communication  
Ph.D., Purdue University
- Thomas E. Comfort (1965)**  
Professor, Department of Foreign Languages  
Ph.D., University of Illinois
- Jane E. Compagna (1984)**  
Assistant Director, Student Life and Programs  
B.A., University of Vermont
- Janet B. Connolly (1976)**  
Instructor, Department of Art  
M.S., Illinois State University
- Victor C. Connor (1984)**  
Instructor, Department of Applied Computer Science  
M.S., Wayne State University
- Michael E. Conver (1984)**  
Faculty Associate in Metcalf Elementary School  
Ph.D., Illinois State University
- Janet M. Cook (1968)**  
Assistant Professor, Department of Applied Computer Science  
M.A., University of California at Berkeley
- John R. Copley (1984)**  
Instructor, Department of Mathematics  
M.A., Boston College
- Rogue J. Cordero (1972)**  
Distinguished Professor, Department of Music  
B.A., Hamline University
- Beverly L. Cornell (1984)**  
Faculty Associate in Laboratory Schools Special Education  
B.S. Ed., Illinois State University
- Arthur B. Corra (1971)**  
Chairperson, Department of Music  
Professor, Department of Music  
Mus.D., Indiana University
- Maurine J. Corsaut (1972)**  
Assistant Professor, Department of Health Sciences  
M.S. in Ed., Illinois State University
- Nancy S. Cortright (1980)**  
Adjunct Assistant Professor, Department of Health Sciences  
M.H.S., Governors State University
- Sue A. Corvin (1984)**  
Counselor, Student Counseling Center  
M.Ed., East Central State College (Oklahoma)
- Karen J. Costin (1981)**  
Instructor, Department of Industrial Technology  
M.S., Illinois State University
- Julia E. Cotter (1979)**  
Faculty Associate in Laboratory Schools Special Education  
B.S. in Ed., Illinois State University
- Peter D. Couch (1970)**  
Professor, Department of Management and Marketing  
Ph.D., The University of Wisconsin
- Charles J. Coughlan (1977)**  
Head Men's Cross Country, Track and Field Coach,  
Intercollegiate Athletics  
M.S. in Ed., Northern Illinois University
- Carol T. Cournoyer (1980)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Wisconsin State University
- Carroll B. Cox (1961)**  
Assistant Professor, Department of English  
Ph.D., The University of Michigan
- James E. Cox (1983)**  
Assistant Professor, Department of Management and Marketing  
Ph.D., University of Illinois
- Steven G. Cox (1976)**  
Associate Professor, Department of Criminal Justice Sciences  
Ph.D., The University of Iowa
- Virginia R. Crafts (1967)**  
Professor, Department of Health, Physical Education, Recreation, and Dance  
Ed.D., Columbia University
- John F. Cragan (1973)**  
Professor, Department of Communication  
Ph.D., University of Minnesota
- Steven N. Craig (1983)**  
Assistant Professor, Department of English  
Ph.D., Purdue University
- Thomas R. Craig (1981)**  
Associate Professor, Department of Accounting  
Ph.D., University of Illinois; C.P.A.
- Jacqueline L. Crain (1983)**  
Instructor, Department of Specialized Educational Development  
M.A., Sangamon State University
- John C. Cradley (1963)**  
Associate Professor, Department of Biological Sciences  
Ph.D., University of Illinois
- Kenneth J. Crepus (1970)**  
Professor, Department of Finance and Law  
Ph.D., The University of Iowa
- John E. Crew (1963)**  
Professor, Department of Physics  
Ph.D., University of Illinois
- Warren S. Crews (1951)**  
Assistant Professor, Department of Health, Physical Education, Recreation, and Dance  
M.S. in Ed., Illinois State University
- Brian L. Crissey (1978)**  
Associate Professor, Department of Applied Computer Science  
Ph.D., The Johns Hopkins University
- Robert L. Crist (1962)**  
Professor, Department of Psychology  
Ph.D., Purdue University
- John H. Crofts (1968)**  
Professor, Department of Curriculum and Instruction  
Ed.D., University of Missouri
- Gail L. Crow (1983)**  
Lecturer, Department of Applied Computer Science  
B.S., Illinois State University
- Galen B. Crow (1983)**  
Instructor, Department of Applied Computer Science  
M.S., Illinois State University
- Douglas B. Crowe (1981)**  
Assistant Professor, Department of Economics  
M.A., University of Missouri
- Dennis J. Crowell (1984)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
M.S.W., University of Illinois
- Robert G. Culbertson (1976)**  
Chairperson, Department of Criminal Justice Sciences  
Professor, Department of Criminal Justice Sciences  
Ph.D., University of Cincinnati
- Alfred A. Culver (1961)**  
Professor, Department of Agriculture  
Ph.D., Purdue University
- Max K. Culver (1984)**  
Assistant Professor, Department of Theatre  
Ph.D., University of Illinois
- William R. Cummins (1984)**  
Acting Admissions Counselor, Office of Admissions and Records  
B.S., Illinois State University
- Mary E. Cunningham (1981)**  
Director of Social Work  
Associate Professor, Department of Sociology, Anthropology and Social Work  
D.S.W., University of California at Berkeley
- Patrick J. Cunningham (1981)**  
Assistant Men's Basketball Coach, Intercollegiate Athletics  
M.S., Illinois State University
- Elizabeth A. Cupach (1984)**  
Lecturer, Department of Applied Computer Science  
B.A., Loyola University
- William R. Cupach (1981)**  
Assistant Professor, Department of Communication  
Ph.D., University of Southern California
- David R. Currie (1980)**  
Associate Professor, Department of Accounting  
M.A.S., University of Illinois; C.P.A.

- Roger R. Cushman (1980)**  
Instructor, Department of Communication  
A.M., University of Missouri
- Craig W. Cutbirth (1980)**  
Assistant Professor, Department of Communication  
Ph.D., Bowling Green State University
- Richard H. Dammers (1971)**  
Acting Assistant to the Provost  
Professor, Department of English  
Ph.D., University of Notre Dame
- Billy A. Damron (1984)**  
Visiting Professor, Department of Business  
Education and Administrative Services  
Ph.D., University of Wyoming
- Akbar Davami (1984)**  
Assistant Professor, Department of Health  
Sciences  
Ph.D., University of Illinois
- David P. Davenport (1984)**  
Assistant Professor, Department of Geography-  
Geology  
Ph.D., University of Illinois
- Keith C. Davidson (1959)**  
Assistant Professor, Department of Speech  
Pathology and Audiology  
M.A., Columbia University
- Donald E. Davis (1964)**  
Associate Professor, Department of History  
Ph.D., Indiana University
- F. James Davis (1971)**  
Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., The University of Iowa
- Gloria-Jeanne Davis (1984)**  
University Affirmative Action Officer  
Assistant to Dean of Graduate School  
M.B.A., Eastern Kentucky University
- Gordon A. Davis (1982)**  
Director of Museums  
Adjunct Instructor, Department of Sociology,  
Anthropology, and Social Work  
Ed.D., Indiana University
- Ronnie S. Davis (1983)**  
Assistant Men's Football Coach, Intercollegiate  
Athletics  
B.A., University of California at Los Angeles
- Wilbert D. Davis, Jr. (1972)**  
Advisor, Office of Academic Advisement  
M.A. in Ed., Eastern Kentucky University
- Julian Dawson (1975)**  
Associate Professor, Department of Music  
Mus.B., Dublin University (Ireland)
- Makoda Dawson (1984)**  
Instructor, Department of Home Economics  
M.S., Illinois State University
- Marie Ann Dawson (1980)**  
Business-Major Advisor  
Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Virginia S. Day (1979)**  
Instructor, Department of English  
M.S., Illinois State University
- Tella Marie DeBoe (1968)**  
Associate Professor, Department of Music  
M.Mus., Oberlin Conservatory of Music
- I. Desiree deCharms (1978)**  
Assistant Librarian  
Assistant Professor of Library Science  
M.M., University of Illinois
- Marva L. DeLoach (1983)**  
Assistant Librarian  
Associate Professor of Library Science  
Ph.D., University of Pittsburgh
- Dianne S. DeLong (1967)**  
Assistant Librarian  
Assistant Professor of Library Science  
C.A.S., University of Denver
- Douglas A. DeLong (1967)**  
Assistant Librarian  
Associate Professor of Library Science  
C.A.S., University of Denver
- V. James DeMoe, Jr. (1982)**  
Assistant Professor, Department of Geography-  
Geology  
M.A., The University of Kansas
- Carol M. Dennis (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Indiana University
- Therese M. de St. Aubin (1981)**  
Counselor, Student Counseling Center  
Ph.D., Southern Illinois University
- Kathleen A. Deters (1984)**  
Acting Coordinator, Office of Residential Life  
B.M. Ed., Illinois Wesleyan University
- Harry S. Deutsch (1982)**  
Assistant Professor, Department of Philosophy  
Ph.D., University of California at Los Angeles
- John J. Devitt (1981)**  
Staff Physician, Student Health Service  
M.D., Marquette University School of Medicine
- Lynne D. Devore (1980)**  
Instructor, Department of Management and  
Marketing  
M.B.A., Eastern Illinois University
- Patsy A. Dickey-Olson (1978)**  
Associate Professor, Department of Business  
Education and Administrative Services  
Ph.D., The University of Nebraska
- Laura J. Diekhoff (1984)**  
Coordinator, Office of Residential Life  
M.A., Ball State University
- Marie DiGiammarino (1981)**  
Assistant Professor, Department of Music  
M.M.Ed., The University of Georgia
- Alan E. Dillingham (1976)**  
Chairperson, Department of Economics  
Associate Professor, Department of Economics  
Ph.D., Cornell University
- Robert T. Dirks (1971)**  
Associate Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., Case Western Reserve University
- Darrell A. Disrud (1983)**  
Lecturer, Department of Communication  
M.A., The University of New Mexico
- Paul F. Dohrmann (1961)**  
Professor, Department of Health, Physical  
Education, Recreation, and Dance  
Ph.D., The University of Iowa
- Johanna M. Doig (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Carol J. Donaldson (1984)**  
Instructor, Department of English  
M.A., Michigan State University
- Robert M. Donewald (1978)**  
Head Men's Basketball Coach, Intercollegiate  
Athletics  
M.S. in Ed., Indiana University
- Judith M. Donovan (1982)**  
Adjunct Lecturer, Department of Health Sciences  
B.A., University of Missouri - Columbia
- Edmund T. Dorner (1967)**  
Associate Professor, Department of Industrial  
Technology  
Ph.D., University of Illinois
- John A. Dossey (1967)**  
Professor, Department of Mathematics  
Ph.D., University of Illinois
- Chyriell L. Drain (1984)**  
Admissions Counselor, Office of Admissions  
and Records  
B.S. Ed., Illinois State University
- Paul D. Driscoll (1983)**  
Assistant Professor, Department of Communication  
M.A., Indiana University
- Michael R. Drompp (1984)**  
Assistant Professor, Department of History  
A.M., Indiana University
- Billie R. Dudley (1983)**  
Instructor, Department of Mathematics  
M.A.T., Indiana University
- Penelope H. Duffee (1977)**  
Instructor, Department of Speech Pathology and  
Audiology  
M.S., Illinois State University
- Timothy J. Duffy (1975)**  
Associate Professor, Department of Accounting  
Ph.D., Illinois State University; C.D.P.
- Wendy A. Duffy (1980)**  
Instructor, Department of Accounting  
M.A., Illinois State University; C.P.A.
- Michael P. Dumler (1982)**  
Assistant Professor, Department of Management  
and Marketing  
D.B.A., University of Kentucky
- Elaine E. Dunbar (1968)**  
Coordinator in Academic Advisement  
M.S., Illinois State University
- Robert L. Duncan (1961)**  
Associate Professor, Department of English  
Ph.D., Indiana University
- William S. Dunifon (1982)**  
Dean, College of Education  
Professor, Department of Educational  
Administration and Foundations  
Ph.D., The University of Michigan - Ann Arbor
- J. Michael Durnil (1984)**  
Coordinator, Office of Residential Life  
M.S., Illinois State University
- John A. Dustman (1980)**  
Adjunct Professor, Department of Health,  
Physical Education, Recreation, and Dance  
M.D., University of Missouri School of Medicine
- Robert C. Duty (1963)**  
Professor, Department of Chemistry  
Ph.D., The University of Iowa
- K. Rao Duvvuri (1984)**  
Instructor, Department of Mathematics  
M.A., The University of Toledo
- Eileen M. Eagan (1981)**  
Assistant Professor, Department of History  
Ph.D., Temple University
- Kenneth R. Earnest (1982)**  
Associate Professor, Department of Accounting  
Ph.D., The University of Texas-Austin
- William W. Easton (1964)**  
Assistant Librarian  
Associate Professor of Library Science  
M.A., University of Denver
- Scott C. Eatherly (1962)**  
Assistant Professor, Department of English  
M.S., The University of Wisconsin
- David C. Eaton (1969)**  
Associate Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., The University of Texas
- Timothy R. Ecklund (1984)**  
Coordinator, Office of Residential Life  
M.S., State University College, Buffalo
- Jack D. Eddy (1984)**  
Faculty Associate in University High School  
B.S. Ed., Illinois State University
- Orlyn P. Edge (1966)**  
Associate Professor, Department of Mathematics  
Ph.D., The University of Iowa
- Harold E. Edwards (1983)**  
Instructor, Department of Finance and Law  
J.D., Chicago-Kent College of Law
- Philip P. Edwards (1965)**  
Assistant Professor, Department of Physics  
M.A., George Peabody College for Teachers
- Thomas F. Edwards (1957)**  
Professor, Department of Curriculum and  
Instruction  
Ed.D., Michigan State University
- Lawrence C. Eggen (1968)**  
Chairperson, Department of Applied Computer  
Science  
Professor, Department of Mathematics  
Ph.D., University of Oregon
- Kenneth Ehlen (1982)**  
Coordinator, Office of Residential Life  
M.S. Ed., Illinois State University
- Ray E. Eiben (1967)**  
Chairperson, Department of Specialized  
Educational Development  
Professor, Department of Specialized Educational  
Development  
Ph.D., The Ohio State University
- Bernard Eichen (1975)**  
Professor, Department of Music  
Curtis Institute of Music
- Carl B. Eichstaedt (1973)**  
Professor, Department of Health, Physical  
Education, Recreation, and Dance  
Ph.D., The University of New Mexico
- Ann Marie Eike (1977)**  
Assistant Professor, Department of Economics  
Ph.D., University of Missouri-Columbia
- Thomas E. Eimermann (1970)**  
Associate Professor, Department of Political  
Science  
Ph.D., University of Illinois

## Faculty and Administrative Staff

**J. Christopher Eisele (1981)**

Associate Professor, Department of Educational Administration and Foundations  
Ph.D., The Ohio State University

**Carl J. Ekberg (1970)**

Professor, Department of History  
Ph.D., Rutgers University

**Ann H. Elder (1975)**

Associate Professor, Department of Political Science  
Ph.D., University of Minnesota

**James G. Ellingson (1983)**

Assistant Professor, Department of Physics  
M.S., University of Colorado

**Mary R. Elliott (1980)**

Faculty Associate in Laboratory Schools Special Education  
M.S. in Ed., Indiana University

**Thomas Ellsworth (1977)**

Assistant Professor, Department of Criminal Justice Sciences  
M.A., John Jay College of Criminal Justice

**Cheryl A. Elzy (1981)**

Assistant Librarian  
Instructor in Library Science  
M.S., University of Illinois

**Pamela J. Emmett (1975)**

Faculty Associate in University High School  
B.S. in Ed., Illinois State University

**Steven A. Endsley (1982)**

Assistant to Director, Office of Admissions and Records  
B.S. Ed., Illinois State University

**William G. Erf (1977)**

Assistant Professor, Department of Art  
M.F.A., State University of New York at Buffalo

**Donald H. Erickson (1969)**

Professor, Department of English  
Ph.D., University of Illinois

**Wayne H. Ericson (1982)**

Director, Student Health Service  
Ph.D., University of Northern Colorado

**Kathryn A. Erlenbaugh (1982)**

Instructor, Department of Specialized Educational Development  
M.A. Ed., Northeastern Illinois University

**Gozen Ertem (1983)**

Visiting Professor, Department of Chemistry  
Ph.D., Istanbul University (Turkey)

**Delbert J. Ervin (1981)**

Assistant Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., The University of Texas at Austin

**Richard G. Erzen (1983)**

Visiting Professor, Department of Educational Administration and Foundations  
Ed.D., Illinois State University

**Marcia S. Escott (1966)**

Director, Adult Learning/Reentry Program, College of Continuing Education and Public Service  
Ph.D., Illinois State University

**Abdolreza Eshghi (1981)**

Assistant Professor, Department of Management and Marketing  
Ph.D., University of Illinois

**Golpira S. Eshghi (1981)**

Assistant Professor, Department of Management and Marketing  
Ph.D., University of Illinois

**Cary Estrem (1984)**

Instructor, Department of Home Economics  
M.S., Illinois State University

**William A. Estrem (1981)**

Instructor, Department of Industrial Technology  
M.S., Eastern Illinois University

**George L. Evans (1982)**

Adjunct Assistant Professor, Department of Educational Administration and Foundations  
M.S. in Ed., Illinois State University

**John C. Fairfield (1980)**

Instructor, Department of Music  
M.M., Northwestern University

**Laura S. Fairfield (1983)**

Lecturer, Department of Music  
B.M.E., University of Northern Colorado

**Mary Kay Fairfield (1978)**

Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University

**Henry O. Falb (1979)**

Instructor, Department of Accounting  
M.S., Illinois State University

**Nancy A. Fankhauser (1981)**

Coordinator, Athletic/Alumni Affairs  
M.Ed., Wichita State University

**Andrea Farenga (1984)**

Faculty Associate in University High School  
B.S. Ed., Illinois State University

**Lloyd W. Farlee (1962)**

Professor, Department of Music  
Ph.D., The University of Iowa

**Farzaneh Fazel-Sarjui (1982)**

Assistant Professor, Department of Management and Marketing  
Ph.D., University of Illinois

**Phyllis L. Feaster (1984)**

Instructor, Department of English  
M.S. Ed., Illinois State University

**Marilyn E. Feldmann (1976)**

Coordinator in the Office of Clinical Experiences and Certification Processes  
Assistant Professor, Department of Educational Administration and Foundations

**Ph.D., Illinois State University**
**Kathleen A. Feldstein (1984)**

Instructor, Department of English  
M.A., Colorado State University

**Richard W. Feldstein (1984)**

Assistant Professor, Department of English  
Ph.D., State University of New York at Buffalo

**Nancy E. Ferdinandson (1983)**

Faculty Assistant, Department of Biological Sciences  
B.A., Oberlin College

**Ellen J. Ferrara (1984)**

Coordinator of Special Projects  
M.S., Illinois State University

**John W. Ferrell (1961)**

Professor, Department of Music  
Ph.D., The University of Iowa

**Edmund F. Ficek (1966)**

Professor, Department of Finance and Law  
I.D. University of Illinois; C.L.U.

**Gordon L. Fidler (1978)**

Instructor, Department of Business Education and Administrative Services  
C.A.S., Northern Illinois University

**Eileane H. Fielding (1961)**

Assistant Professor, Department of English  
M.S. in Ed., Illinois State University

**Joshua A. Fierer (1980)**

Adjunct Professor, Department of Biological Sciences  
M.D., State University of New York Downstate Medical Center

**Richard D. Finch (1977)**

Assistant Professor, Department of Art  
M.F.A., Southern Illinois University-Edwardsville

**Timothy J. Finefield (1982)**

Instructor, Department of Sociology, Anthropology and Social Work  
M.S., Illinois State University

**Melinda S. Fischer (1979)**

Women's Basketball Assistant I Coach, Intercollegiate Athletics  
M.S., Illinois State University

**Gary L. Fish (1966)**

Professor, Department of Accounting  
Ed.D., University of Illinois; C.P.A.

**Judith A. Fish (1974)**

Advisor, Office of Academic Advisement  
M.Ed., University of Illinois

**Anita R. Fisher (1984)**

Tutor, High Potential Students Program  
Faculty Assistant, Department of Mathematics  
B.S. Ed., Illinois State University

**Rita J. Fisher (1978)**

Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University

**Robert L. Fisher (1973)**

Director of the Office of Clinical Experiences and Certification Processes

Professor, Department of Curriculum and Instruction

Ed.D., The University of Nebraska

**Barbara J. Horn Fisk (1982)**

Lecturer, Department of Communication  
M.F.A., Bowling Green State University

**John Fisk (1981)**

Director, TV Production, Department of Communication  
M.A., Bowling Green State University

**Kenneth L. Fitch (1963)**

Associate Professor, Department of Biological Sciences  
Ph.D., The University of Michigan

**Thomas C. Fitch (1969)**

Professor, Department of Curriculum and Instruction  
Ph.D., Michigan State University

**Dale E. Fitzgibbons (1983)**

Assistant Professor, Department of Management and Marketing  
B.S., University of Illinois

**Werner R. Fleischer (1980)**

Adjunct Professor, Department of Health Sciences  
M.D., University of Graz (Austria)

**Lori S. Fleming (1983)**

Faculty Assistant, Department of Accounting  
M.S., Illinois State University; C.P.A.

**Garth J. Fletcher (1983)**

Assistant Professor, Department of Psychology  
Ph.D., University of Waikato (New Zealand)

**Jaime Flores (1983)**

Admissions Counselor, Office of Admissions and Records  
B.S., Illinois State University

**Carol E. Floyd (1983)**

Adjunct Associate Professor, Department of Educational Administration and Foundations  
Ph.D., University of Illinois

**George P. Foeller (1960)**

Associate Professor, Department of Music  
M.A., University of Connecticut

**Flora H. Foltz (1968)**

Assistant Professor, Department of Specialized Educational Development  
M.S. in Ed., Southern Illinois University

**Edward J. Ford (1984)**

Faculty Assistant, Department of Accounting  
B.S., Illinois State University

**Pamela S. Ford (1984)**

Assistant Professor, Department of Speech Pathology and Audiology  
Ph.D., University of Illinois

**J. Anne Foreman (1958)**

Associate Professor, Department of Foreign Languages  
Ph.D., University of Colorado

**Peggy V. Fortune (1978)**

Instructor, Department of Criminal Justice Sciences  
M.A., University of South Florida

**Ronald J. Fortune (1981)**

Associate Professor, Department of English  
Ph.D., Purdue University

**John W. Foster (1982)**

Assistant Professor, Department of Geography-Geology  
M.S., The Ohio State University

**Audrey B. Francis (1966)**

Assistant Professor, Department of Specialized Educational Development  
M.A., The University of Iowa

**C. Edward Francis (1966)**

Professor, Department of Industrial Technology  
Ed.D., University of Missouri

**Russel L. Francois (1981)**

Lecturer, Department of Art  
B.S., Louisiana State University

**Lawrence E. Frank (1979)**

Coordinator, Band Day in the College of Continuing Education and Public Service  
Instructor, Department of Music

M.M., Illinois State University

**Lynda S. Frankeberger (1969)**

Faculty Associate in University High School  
M.S., Illinois State University

**David L. Franklin (1979)**

Professor, Department of Educational Administration and Foundations  
Ph.D., Illinois State University

**Bonita B. Franks (1983)**

Assistant Professor, Department of Curriculum and Instruction  
Ph.D., The Pennsylvania State University

**Dorothy K. Franks (1973)**

Chairperson, Department of Curriculum and Instruction

- Associate Professor, Department of Curriculum and Instruction  
Ph.D., University of Illinois
- John B. Freed (1969)**  
Professor, Department of History  
Ph.D., Princeton University
- John L. Frehn (1962)**  
Professor, Department of Biological Sciences  
Ph.D., The Pennsylvania State University
- Dennis R. French (1983)**  
Assistant Professor, Department of Art  
M.F.A., University of Illinois
- Ruth A. Friedberg (1983)**  
Instructor, Department of Finance and Law  
M.A.T., Northwestern University
- Stephen H. Friedberg (1970)**  
Professor, Department of Mathematics  
Ph.D., Northwestern University
- Walter H. Friedhoff (1958)**  
Professor, Department of Psychology  
Ph.D., The University of Iowa
- Linda H. Fritz (1981)**  
Faculty Associate in Laboratory Schools Special Education  
M.S. in Ed., Illinois State University
- Bodo Fritzen (1969)**  
Associate Professor, Department of Foreign Languages  
Ph.D., The University of Nebraska
- Joseph B. Frost (1984)**  
Acting Academic Advisor, Office of Academic Advisement  
B.S., Illinois State University
- James C. Fry (1978)**  
Associate Professor, Department of Art  
B.F.A., University of Illinois
- William D. Fuehrer (1963)**  
Associate Professor, Department of Foreign Languages  
Ph.D., The University of Michigan
- Frederick W. Fuess (1963)**  
Professor, Department of Agriculture  
Ph.D., Michigan State University
- Cindy L. Fulk (1983)**  
Instructor, Department of Specialized Educational Development  
M.S. Ed., Illinois State University
- Harlan J. Fuller (1982)**  
Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Pamela A. Fuller (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Mary Gallagher (1983)**  
Instructor, Department of Industrial Technology  
M.S., Illinois State University
- Wayne H. Galler (1970)**  
Professor, Department of Curriculum and Instruction  
Ph.D., The University of Wisconsin
- Barbara A. Gallick (1981)**  
Head Teacher, Child Care Center  
B.S. in Ed., Illinois State University
- Neal R. Gamsky (1970)**  
Vice President and Dean of Student Affairs  
Professor, Department of Psychology  
Ph.D., The University of Wisconsin, Madison
- David D. Gannaway (1981)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Jean M. Gantzert (1984)**  
Lecturer, Department of Applied Computer Science  
B.A., University of Illinois
- Mona J. Gardner (1980)**  
Associate Professor, Department of Finance and Law  
Ph.D., University of Cincinnati
- Paul J. Gardner, Jr. (1982)**  
Assistant Professor, Department of Political Science  
Ph.D., University of Kentucky
- Michael L. Garee (1979)**  
Lecturer, Department of Communication  
B.S., Illinois State University
- Myrna B. Garner (1980)**  
Assistant Professor, Department of Home Economics  
M.S., Oregon State University
- Suzanne R. Gascoyne (1984)**  
Counselor, Student Counseling Center  
M.S., Virginia Commonwealth University
- Stephen C. Gates (1978)**  
Associate Professor, Department of Chemistry  
Ph.D., Michigan State University
- Charles M. Gault (1983)**  
Faculty Associate in University High School  
B.S., Eastern Illinois University
- Helen H. Gehrenbeck (1980)**  
Faculty Associate in Metcalf Elementary School  
B.M., MacMurray College
- Charles L. Geigner (1981)**  
Lecturer, Department of Applied Computer Science  
B.S. in Ed., Illinois State University
- Kathe B. Geist (1983)**  
Assistant Professor, Department of Theatre  
Ph.D., The University of Michigan
- Deborah B. Gentry (1981)**  
Instructor, Department of Home Economics  
M.Ed., University of Illinois
- Elizabeth Laurie George (1984)**  
Assistant Professor, Department of English  
Ph.D., University of Oregon
- Raymond E. George (1970)**  
Professor, Department of Art  
M.A. in Ed., University of Northern Iowa
- Lucia C. Getsi (1973)**  
Associate Professor, Department of English  
Ph.D., Ohio University
- Daniel D. Ghormley (1982)**  
Director, Intercollegiate Athletics  
M.S., Washington State University
- Susan D. Gillespie (1983)**  
Assistant Professor, Department of Sociology  
Anthropology, and Social Work  
Ph.D., University of Illinois
- Francene Gilmer (1984)**  
Director, Special Services for Disadvantaged Students  
M.S. Ed., Eastern Illinois University
- Hal M. Gilmore (1956)**  
Assistant Professor, Department of Mathematics  
M.A., Western Kentucky University
- George Girardi, Jr. (1963)**  
Head Men's Wrestling Coach, Intercollegiate Athletics  
Associate Professor, Department of Health, Physical Education, Recreation, and Dance  
P.E.D., Indiana University
- George B. Glisan (1981)**  
Assistant Professor, Department of Management and Marketing  
Ph.D., University of Arkansas
- Gene W. Gloeckner (1983)**  
Assistant Professor, Department of Industrial Technology  
M.S., Colorado State University
- William J. Gnagy (1961)**  
Professor, Department of Psychology  
Ph.D., Wayne State University
- John V. Godbold (1981)**  
Assistant Dean, College of Education  
Professor, Department of Curriculum and Instruction  
Ed.D., University of Florida
- Mary Beth Godbold (1983)**  
Instructor, Department of Curriculum and Instruction  
M.Ed., University of Florida
- Richard Godfrey (1962)**  
Director of Institutional Advancement  
B.S. in Ed., Illinois State University
- Barbara L. Goebel (1965)**  
Associate Professor, Department of Psychology  
Ph.D., University of Illinois
- John T. Goeldi (1967)**  
Director of Undergraduate Programs in College of Education  
Professor, Department of Curriculum and Instruction  
Ph.D., Michigan State University
- Alvin Goldfarb (1977)**  
Chairperson, Department of Theatre  
Associate Professor, Department of Theatre  
Ph.D., The City University of New York
- Paul G. Goldman (1977)**  
Lecturer, Department of Criminal Justice Sciences  
M.A., Bradley University
- Melvin A. Goldstein (1971)**  
Associate Professor, Department of Psychology  
Ph.D., Rutgers University
- Jonathan Gonick (1984)**  
Counselor, Student Counseling Center  
M.S., Virginia Commonwealth University
- Robert C. Goodall (1987)**  
Professor, Department of Curriculum and Instruction  
Ed.D., Indiana University
- Julie D. Goodlick (1984)**  
Lecturer, Department of Communication  
B.S., Illinois State University
- R. Dwaine Goodwin (1969)**  
Assistant Professor, Department of Health, Physical Education, Recreation, and Dance  
M.R. Ed., Brigham Young University
- Karen M. Goralski (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., University of Illinois
- George J. Gordon (1970)**  
Associate Professor, Department of Political Science  
Ph.D., Syracuse University
- Donald P. Gore (1981)**  
Instructor, Department of Chemistry  
M.S. in Ed., Illinois State University
- Russell D. Gorinian (1976)**  
Chairperson, Department of Health, Physical Education, Recreation, and Dance  
Professor, Department of Health, Physical Education, Recreation, and Dance  
P.E.D., Indiana University
- Michael J. Gorr (1976)**  
Associate Professor, Department of Philosophy  
Ph.D., Brown University
- Sandra K. Gosch (1981)**  
Instructor, Department of Home Economics  
M.S. in Ed., Northwestern State University of Louisiana
- Iris F. Gottlieb (1971)**  
Instructor, Department of Specialized Educational Development  
M.A., Northwestern University
- Laura E. Gowdy (1967)**  
Assistant Librarian  
Associate Professor of Library Science  
M.S., University of Illinois
- Julie Gowen (1972)**  
Assistant Dean, College of Arts and Sciences  
Assistant Professor, Department of Philosophy  
Ph.D., The University of Wisconsin
- Joseph L. Grabill (1968)**  
Professor, Department of History  
Ph.D., Indiana University
- Ardelle Graef (1971)**  
Associate Professor, Department of Curriculum and Instruction  
Ph.D., The University of Wisconsin
- Claude L. Graeff (1979)**  
Associate Professor, Department of Management and Marketing  
Ph.D., University of Illinois
- Lee A. Graf (1978)**  
Professor, Department of Management and Marketing  
D.B.A., Mississippi State University
- Charles E. Gray (1959)**  
Professor, Department of History  
Ed.D., University of Illinois
- Daniel F. Graybill (1977)**  
Associate Professor, Department of Psychology  
Ph.D., Vanderbilt University
- Phyllis A. Green (1984)**  
Instructor, Department of Curriculum and Instruction  
M.A., The University of Michigan
- S. Jane Green (1980)**  
Adjunct Assistant Professor, Department of Health Sciences  
M.S., Illinois State University
- Geraldine A. Greenlee (1970)**  
Professor, Department of Health, Physical Education, Recreation, and Dance  
Ph.D., University of Oregon
- Glen E. Greenseth (1960)**  
Assistant Professor, Department of Physics  
M.A., Washington University
- Harold L. Gregor (1970)**  
Professor, Department of Art  
Ph.D., The Ohio State University

## 190 Faculty and Administrative Staff

- Patrick J. Gregory (1984)**  
Strength and Conditioning Coordinator,  
Intercollegiate Athletics  
M.S., Illinois State University
- Ivo P. Greif (1961)**  
Professor, Department of Specialized Educational Development  
Ed.D., Wayne State University
- Glenn A. Grever (1965)**  
Associate Professor, Department of English  
Ph.D., University of Illinois
- Jean M. Grever (1963)**  
Professor, Department of Business Education and Administrative Services  
Ed.D., Northern Illinois University
- Brenda S. Griffin (1974)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., University of Illinois
- Charles T. Griffin (1974)**  
Associate Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Iowa State University
- David R. Grimes (1983)**  
Instructor, Department of Business Education and Administrative Services  
J.D., University of Illinois
- Jim L. Grimm (1974)**  
Professor, Department of Management and Marketing  
D.B.A., Kent State University
- Glenn S. Gritzammer (1962)**  
Assistant Librarian  
Associate Professor of Library Science  
C.A.S., University of Illinois
- Jennifer K. Drake Grogg (1982)**  
Faculty Associate in University High School  
M.S., Illinois State University
- Doris F. Groves (1984)**  
Assistant Director, Office of Admissions and Records  
B.S., Illinois State University
- Jay R. Groves (1984)**  
Director, TV 10, Department of Communication  
M.S., Illinois State University
- Louise E. Groves (1979)**  
Instructor, Department of Specialized Educational Development  
M.S. in Ed., Illinois State University
- Elizabeth L. Gruber (1975)**  
Director, Medical Record Administration Program  
Assistant Professor, Department of Health Sciences  
M.S. in Ed., Illinois State University
- Ronald C. Gruber (1984)**  
Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Audrey J. Grupp (1968)**  
Associate Professor, Department of Psychology  
Ph.D., University of Illinois
- Stanley E. Grupp (1957)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Indiana University
- John A. Gueguen (1972)**  
Associate Professor, Department of Political Science  
Ph.D., The University of Chicago
- Shannon Guerin (1984)**  
Lecturer, Department of Economics  
B.S., Illinois State University
- Susan Guess-Welcker (1979)**  
Faculty Associate in Laboratory Schools Special Education  
Ed.D., Illinois State University
- David E. Gunderson (1981)**  
Director, Management Development Programs  
Instructor, Department of Management and Marketing  
M.B.A., Illinois State University
- Stanley D. Gutzman (1970)**  
Assistant Librarian  
Assistant Professor of Library Science  
M.A., University of Denver
- Lawrence D. Gwinn (1984)**  
Assistant Professor, Department of Economics  
Ph.D., The University of Kansas
- Kwang-Chul Ha (1967)**  
Associate Professor, Department of Mathematics  
Ph.D., The University of North Carolina
- William W. Haddad (1970)**  
Chairperson, Department of History  
Professor, Department of History  
Ph.D., The Ohio State University
- Virginia R. Hager (1966)**  
Assistant Professor, Department of Curriculum and Instruction  
M.S. in Ed., Illinois State University
- James S. Hagas (1984)**  
Associate Professor, Department of Finance and Law  
Ph.D., University of Cincinnati
- Lori J. Hahn (1981)**  
Faculty Associate in Laboratory Schools Special Education  
B.S., MacMurray College
- Lynelle C. Hale (1976)**  
Associate Professor, Department of Home Economics  
Ph.D., Texas Woman's University
- Ronald S. Halinski (1968)**  
Professor, Department of Educational Administration and Foundations  
Ph.D., The University of Iowa
- Barbara I. Hall (1983)**  
Instructor, Department of Communication  
M.A., Wayne State University
- John D. Hall (1970)**  
Professor, Department of Business Education and Administrative Services  
Ed.D., Texas Tech University
- James A. Hallam (1966)**  
Chairperson, Department of Accounting  
Professor, Department of Accounting  
Ph.D., The University of Iowa; C.D.P.
- Jeffrey L. Hamer (1979)**  
Assistant to Director, Office of Admissions and Records  
M.S. in Ed., Illinois State University
- Michael A. Hamrick (1984)**  
Assistant Director, Intercollegiate Athletics for Promotions and Development  
M.S., Ohio University
- Carla W. Haning (1984)**  
Instructor, Department of Business Education and Administrative Services  
M.S., Illinois State University
- C. Vernon Hanks (1976)**  
Director, Motorcycle Safety Project  
M.S., Illinois State University
- Heather Hanlon (1980)**  
Associate Professor, Department of Art  
Ed.D., University of Oregon
- Fred J. Hansen (1983)**  
Director of Development  
M.Ed., Bowling Green State University
- John C. Hansen (1976)**  
Assistant Director, Office of Admissions and Records  
C.A.S., Illinois State University
- John F. Hansen (1972)**  
Associate Professor, Department of Chemistry  
Ph.D., Duke University
- Warren R. Harden (1954)**  
Vice President for Business and Finance  
Professor, Department of Economics  
Ph.D., Indiana University
- C. P. Harding (1984)**  
Assistant Professor, Department of Communication  
Ph.D., Illinois State University
- Douglas A. Hardwick (1977)**  
Associate Professor, Department of Psychology  
Ph.D., University of Virginia
- Sandra D. Harmon (1971)**  
Instructor, Department of History  
M.A., Illinois State University
- William E. Harn (1984)**  
Instructor, Department of Specialized Educational Development  
M.A., Northern Michigan University
- Jan Ella Harrell (1979)**  
Faculty Associate in Laboratory Schools Special Education  
B.A., Michigan State University
- Charles B. Harris (1968)**  
Chairperson, Department of English  
Professor, Department of English  
Ph.D., Southern Illinois University
- Douglas H. Harris (1982)**  
Associate Professor, Department of Theatre  
B.F.A., Guildhall School of Music and Drama
- Elizabeth L. Harris (1970)**  
Director, Measurement and Evaluation Service  
Associate Professor, Department of Psychology  
Ph.D., University of Illinois
- Victoria F. Harris (1973)**  
Associate Professor, Department of English  
Ph.D., University of Illinois
- Susan T. Harshbarger (1979)**  
Instructor, Department of Home Economics  
M.S., Purdue University
- Sister Mary Petra Hart (1980)**  
Adjunct Assistant Professor, Department of Health Sciences  
M.S., St. Louis University
- Richard R. Hart (1961)**  
Associate Professor, Department of Geography-Geology  
Ph.D., The University of Iowa
- W. Douglas Hartley (1954)**  
Professor, Department of Art  
Ph.D., New York University
- Richard E. Hartwig (1982)**  
Assistant Professor, Department of Political Science  
Ph.D., University of Wisconsin-Madison
- Sadreddin B. Hassani (1983)**  
Assistant Professor, Department of Physics  
Ph.D., Princeton University
- Robert G. Hathaway (1966)**  
Associate Professor, Department of Mathematics  
Ph.D., The University of Wisconsin
- Rex A. Havens (1980)**  
Instructor, Department of Finance and Law  
J.D., University of Illinois
- Jerome D. Hayden (1984)**  
Instructor, Department of Mathematics  
M.S. Ed., Illinois State University
- Margaret B. Hayden (1967)**  
Assistant Professor, Department of Home Economics  
M.S., Ohio University
- Vincent Hazleton, Jr. (1976)**  
Assistant Professor, Department of Communication  
Ph.D., The University of Oklahoma
- Jane F. Hecker-Cain (1984)**  
Faculty Assistant, Department of Specialized Educational Development  
B.S., Northwestern University
- Bruce E. Heckman (1982)**  
Counselor, Student Counseling Center  
Ph.D., University of Maryland
- Nancy E. Heffner (1982)**  
Faculty Associate in University High School  
B.S., Marywood College
- Robert G. Heffner (1981)**  
Assistant Men's Football Coach, Intercollegiate Athletics  
B.S. in Ed., Temple University
- Michael Heidkamp (1984)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
M.S.W., Loyola University
- Bret A. Hein (1984)**  
Instructor, Department of Music  
M.M., The University of Arizona
- Melinda A. Heist (1981)**  
Acting Associate Director, Office of Residential Life  
M.S. in Ed., Illinois State University
- Dolores A. Hellweg (1965)**  
Associate Professor, Department of Physical Education, Recreation and Dance  
Ph.D., The University of Wisconsin
- Robert E. Hemeway (1964)**  
Professor, Department of Specialized Educational Development  
Ed.D., Boston University School of Education
- Masoud Hemmabi (1982)**  
Assistant Professor, Department of Management and Marketing  
Ph.D., Louisiana State University

**Doris E. Henderson (1966)**

Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.A., Northwestern University

**Reginald D. Henry (1969)**

Chairperson, Department of Agriculture  
Professor, Department of Agriculture  
Ph.D., University of Missouri

**Richard J. Hentz (1967)**

Professor, Department of Art  
M.F.A., Northern Illinois University

**Roger E. Herberts (1963)**

Acting Assistant Dean, College of Continuing Education and Public Service

Professor, Department of Industrial Technology  
Ed.D., University of Illinois

**Linda G. Herman (1974)**

Associate Director of Intercollegiate Athletics  
Ed.D., Illinois State University

**Margaret A. Herman (1981)**

Faculty Associate in Laboratory Schools Special Education  
M.S. in Ed., Illinois State University

**Lotus D. Hershberger (1970)**

Assistant Professor, Department of Mathematics  
Ph.D., The Florida State University

**Howard R. Hetzel (1962)**

Professor, Department of Biological Sciences  
Ph.D., The University of Washington

**Barbara Sherman Heyl (1975)**

Associate Professor, Department of Sociology, Anthropology and Social Work

Ph.D., University of Illinois

**Christine E. Hibbard (1984)**

Lecturer, Department of Art  
B.A., Drake University

**Kevin R. Hibbard (1983)**

Instructor, Department of Music  
M.M., Arizona State University

**G. Alan Hickrod (1967)**

Distinguished Professor, Department of Educational Administration and Foundations

Ed.D., Harvard University

**Lucy Jen Huang Hickrod (1967)**

Professor, Department of Sociology, Anthropology and Social Work

Ph.D., The University of Chicago

**L. Dean Hiebert (1973)**

Associate Professor, Department of Economics  
Ph.D., The University of Wisconsin

**Lynne P. Higgins (1963)**

Associate Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., The University of Iowa

**Janet C. Hildreth (1965)**

Coordinator, Office of Clinical Experiences and Certification Processes

Instructor, Department of Specialized Educational Development

M.S. in Ed., Illinois State University

**John I. Hill (1984)**

Faculty Assistant, Department of Mathematics  
B.A., University of Maine at Farmington

**Edward R. Hines (1981)**

Associate Professor, Department of Educational Administration and Foundations

Ph.D., The Ohio State University

**Kenneth S. Hirschel (1983)**

Instructor, Department of Mathematics

M.S., Purdue University

**Jack A. Hobbs (1970)**

Professor, Department of Art  
Ph.D., The University of Iowa

**Vanessa G. Hodges (1984)**

Assistant Professor, Department of Sociology, Anthropology and Social Work

M.S.W., University of Illinois

**E. Jane Hoegl (1980)**

Adjunct Assistant Professor, Department of Health Sciences

M.Ed., University of Illinois

**Floyd B. Hoelting (1977)**

Director of Residential Life  
Ed.D., Oklahoma State University

**Thomas J. Hof (1983)**

Assistant Director of Development for Annual Fund

M.A., Bowling Green State University

**Robert A. Hogan (1963)**

Professor, Department of Psychology  
Ed.D., Case Western Reserve University

**Kimberly C. Hohulin (1981)**

Head Teacher, Child Care Center  
B.S. in Ed., Illinois State University

**Thomas W. Holbrook (1982)**

Faculty Associate in University High School  
M.S.Ed., Eastern Illinois University

**Kenneth A. Holder (1969)**

Professor, Department of Art  
M.F.A., School of the Art Institute of Chicago

**Carl D. Holland (1982)**

Assistant Professor, Department of Sociology, Anthropology and Social Work  
M.S.W., University of Louisville

**Anthony R. Holloway (1982)**

Lecturer, Department of Communication  
B.A., University of Wichita

**Ralph L. Holloway (1983)**

Assistant Professor, Department of Military Science

B.B.A., The University of Texas - Arlington

**Melanie R. Holmes (1978)**

Faculty Associate in Metcalf Elementary School

B.S., Illinois State University

**M. Paul Hollsinger (1969)**

Professor, Department of History

Ph.D., University of Denver

**Niles R. Holt (1968)**

Associate Professor, Department of History

Ph.D., Yale University

**Gerlof D. Homan (1968)**

Professor, Department of History

Ph.D., The University of Kansas

**Marilyn M. Hoover (1980)**

Adjunct Professor, Department of Health Sciences

Ph.D., Illinois State University

**Holly T. Hope (1983)**

Assistant Professor, Department of English

D.A., State University of New York at Albany

**Rhonda R. Hoskins (1981)**

Adjunct Assistant Professor, Department of Health Sciences

M.Ed., University of Illinois

**Madeleine M. Hoss (1983)**

Faculty Associate in University High School

M.L.S., Indiana University

**Alvin E. House (1975)**

Associate Professor, Department of Psychology

Ph.D., The University of Tennessee

**James E. House (1966)**

Professor, Department of Chemistry

Ph.D., University of Illinois

**George R. Houcka (1983)**

Instructor, Department of Finance and Law

M.S., Illinois State University

**Bonita K. Howard (1979)**

Faculty Associate in Metcalf Elementary School

M.S. in Ed., Southern Illinois University

**James M. Howard (1966)**

Assistant Professor, Department of Curriculum and Instruction

M.A. in Ed., University of Kentucky

**Jeanne A. Howard (1980)**

Assistant Professor, Department of Sociology,

Anthropology and Social Work

M.S.W., University of Illinois

**Merle R. Howard (1966)**

Assistant Professor, Department of Speech Pathology and Audiology

Ph.D., University of Cincinnati

**Anthony E. Huchel (1981)**

Faculty Associate in Metcalf Elementary School

and Laboratory Schools Special Education

M.S., Illinois State University

**Jon Hufnagle (1976)**

Associate Professor, Department of Speech Pathology and Audiology

Ph.D., Wayne State University

**Ioonok Huh (1984)**

Assistant Professor, Department of English

Ph.D., Indiana University

**Harry W. Huizinga (1967)**

Professor, Department of Biological Sciences

Ph.D., University of Connecticut

**Lloyd M. Hulit (1972)**

Associate Professor, Department of Speech Pathology and Audiology

Ph.D., The Ohio State University

**Cheryl I. Hultman (1980)**

Adjunct Assistant Professor, Department of Health Sciences

M.S., University of Minnesota

**Barbara J. Hume**

Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University

**Raymond H. Hunt (1965)**

Associate Professor, Department of Chemistry  
Ph.D., University of Illinois

**Robert W. Hunt (1969)**

Associate Professor, Department of Political Science  
Ph.D., Princeton University

**Timothy F. Hurtz (1981)**

Assistant Professor, Department of Music  
B.M., University of Southern California

**Connie Jo Huston (1983)**

Faculty Associate in University High School  
B.S. Ed., Illinois State University

**Jill M. Hutchison (1969)**

Head Women's Basketball Coach, Intercollegiate Athletics  
Ed.D., The University of North Carolina at Greensboro

**Harriett S. Hutter (1969)**

Associate Professor, Department of Foreign Languages  
Ph.D., University of Illinois

**Samuel Hutter (1955)**

Assistant Professor, Department of Psychology  
M.S., University of Illinois

**Virgil R. Hutton (1960)**

Associate Professor, Department of English  
Ph.D., The University of Michigan

**Thaddeus C. Ichniowski (1961)**

Professor, Department of Chemistry  
Ph.D., Purdue University

**E. Carmen Imel (1964)**

Professor, Department of Health, Physical Education, Recreation, and Dance

Ph.D., The University of Iowa

**Arnold J. Insel (1969)**

Associate Professor, Department of Mathematics  
Ph.D., University of California at Berkeley

**Carrie J. Ireland (1980)**

Assistant Professor, Department of Home Economics  
Ph.D., Texas Tech University

**Eugene R. Irving (1969)**

Professor, Department of Curriculum and Instruction  
Ed.D., University of Illinois

**Frederick Isle, Jr. (1984)**

Faculty Associate in Metcalf Elementary School  
C.A.S., Northern Illinois University

**Everett N. Israel (1978)**

Chairperson, Department of Industrial Technology  
Professor, Department of Industrial Technology

Ed.D., West Virginia University

**Ko Iwasaki (1974)**

Performing Artist, College of Continuing Education and Public Service

Professor, Department of Music

Toho School of Music (Japan); Juilliard School of Music

**Eugene H. Jabker (1968)**

Associate Provost, Dean of Instruction

Ph.D., Washington University

**G. Kay Jacks (1980)**

Director of Financial Aid

M.Ed., Xavier University

**Bryant H. Jackson (1960)**

Associate University Librarian

Professor of Library Science

M.S. in L.S., University of Southern California

**Calvin C. Jackson (1981)**

Assistant Professor, Department of Educational Administration and Foundations

Ph.D., Southern Illinois University

**Martin C. Jackson (1972)**

Associate Director of the Bone Student Center

and Braden Auditorium

M. in M.Ed., Illinois State University

**Ronald H. Jackson (1972)**

Associate Professor, Department of Art

M.F.A., California College of Arts and Crafts

- Ted R. Jackson (1969)**  
Associate Professor, Department of Communication  
Ph.D., The University of Wisconsin
- Vivian R. Jackson (1974)**  
Director, Student Counseling Center  
Ph.D., Northwestern University
- William L. Jackson (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., The Ohio State University
- Eugene S. Jacobs (1962)**  
Assistant Professor, Department of Mathematics  
M.A., University of South Dakota
- Marilyn J. Jahnke (1984)**  
Counselor, Student Judicial Office  
B.A., University of Northern Iowa
- Kimberly L. James (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Barry L. Janzen (1984)**  
Assistant Women's Volleyball Coach,  
Intercollegiate Athletics  
B.S., Bethel College
- Kathleen C. Jarrett (1972)**  
Lecturer, Department of Specialized Educational  
Development  
M.S. in Ed., Illinois State University
- Paul A. Jarvis (1978)**  
Counselor, Student Counseling Center  
Assistant Professor, Department of Psychology  
Ph.D., University of Missouri-Columbia
- Mary P. Jasker (1981)**  
Administrative Coordinator, Illinois Special  
Olympics  
B.S., Illinois State University
- Douglas K. Jennings (1979)**  
Assistant Chairperson, Department of  
Communication  
M.A., Ball State University
- D. Reed Jensen (1966)**  
Professor, Department of Biological Sciences  
Ph.D., Utah State University
- Kenneth E. Jesse (1967)**  
Professor, Department of Physics  
Ph.D., Arizona State University
- Lois R. Jett (1962)**  
Assistant Professor, Department of Home Economics  
M.S., Southern Illinois University
- Bruce E. Johnson (1984)**  
Business-Major Advisor  
M.S. Ed., Illinois State University
- Catherine L. Johnson (1983)**  
Assistant Professor, Department of Art  
M.F.A., Rutgers University
- Dennis A. Johnson (1984)**  
Faculty Associate in University High School  
B.S., Illinois State University
- Eric S. Johnson (1968)**  
Assistant Professor, Department of Geography-  
Geology  
Ph.D., The University of Kansas
- James J. Johnson (1966)**  
Professor, Department of Psychology  
Ph.D., Northwestern University
- Linnea Johnson (1983)**  
Assistant Professor, Department of English  
Ph.D., The University of Nebraska
- Rhonda L. Johnson (1984)**  
Faculty Associate in University High School  
B.S., Illinois State University
- Tamera J. Johnson (1984)**  
Instructor, Department of Health, Physical  
Education, Recreation and Dance  
M.S., Illinois State University
- Mark D. Johnston (1982)**  
Assistant Professor, Department of Foreign  
Languages  
Ph.D., The Johns Hopkins University
- Anthony M. Jones (1984)**  
Assistant Men's Basketball Coach, Intercollegiate  
Athletics  
M.S., Illinois State University
- Edward L. Jones (1978)**  
Associate Director, Office of Residential Life  
M.S., Western Illinois University
- H. Twyman Jones (1967)**  
Associate Professor, Department of Specialized  
Educational Development  
Ed.D., University of Missouri
- Margaret L. Jones (1956)**  
Professor, Department of Health, Physical  
Education, Recreation, and Dance  
Ph.D., The University of Wisconsin
- William W. Jones (1967)**  
Faculty Associate in Metcalf Elementary School  
Ed.D., University of Northern Colorado
- John R. Jun (1984)**  
Instructor, Department of Specialized Educational  
Development  
M.A., Northwestern University  
M.S. Ed., Northern Illinois University
- Albert C. Jurens (1983)**  
Principal, Metcalf Elementary School  
Adjunct Assistant Professor, Department of  
Educational Administration and Foundations  
Ed.D., Northern Illinois University
- Donna J. Jurens (1983)**  
Faculty Associate in University High School  
M.Ed., University of Illinois
- Pauline R. Jurney (1981)**  
Adjunct Assistant Professor, Department of  
Health Sciences  
M.A., Governors State University
- Donald S. Kachur (1966)**  
Director of Research, College of Education  
Professor, Department of Curriculum and  
Instruction  
Ed.D., Indiana University
- Charles J. Kacmar (1981)**  
Assistant Professor, Department of Applied  
Computer Science  
M.S., Illinois State University
- K. Michele Kacmar (1983)**  
Academic Advisor, College of Applied Science  
and Technology  
M.S., Illinois State University
- Steven E. Kagle (1969)**  
Professor, Department of English  
Ph.D., The University of Michigan
- Alfred L. Kaisershot (1970)**  
Professor, Department of Business Education  
and Administrative Services  
Ed.D., The University of Nebraska
- Max E. Kanagy (1979)**  
Assistant Professor, Department of Industrial  
Technology  
Ph.D., The Ohio State University
- Han Bin Kang (1983)**  
Assistant Professor, Department of Finance and  
Law  
Ph.D., University of Illinois
- Margaret A. Kang (1984)**  
Faculty Associate in University High School  
M.A., The University of Nebraska
- Eileen M. Kanzler (1971)**  
Faculty Associate in University High School  
D.A., Illinois State University
- Suraj P. Kapoor (1973)**  
Associate Professor, Department of Communication  
Ph.D., Southern Illinois University
- Ruth M. Kasa (1974)**  
Director, Medical Technology Program  
Assistant Professor, Department of Health  
Sciences  
M.A., Sangamon State University
- Susan L. Kassar (1984)**  
Faculty Associate in Laboratory Schools Special  
Education  
M.S., The University of Wisconsin
- Gayle Kassing (1980)**  
Associate Professor, Department of Health,  
Physical Education, Recreation, and Dance  
Ph.D., Texas Woman's University
- Alan J. Katz (1975)**  
Associate Professor, Department of Biological  
Sciences  
Ph.D., The Ohio State University
- Patricia A. Kaufmann (1984)**  
Lecturer, Department of Health Sciences  
B.S., Illinois State University
- William O. Kauth (1968)**  
Associate Professor, Department of Health,  
Physical Education, Recreation, and Dance  
Ph.D., University of Utah
- James G. Kehias (1984)**  
Lecturer, Department of Business Education  
and Administrative Services  
B.S. in Ed., Eastern Illinois University
- Cheryl L. Kelley (1983)**  
University Foundation Financial Coordinator  
B.S. in Bus., Eastern Illinois University
- Joseph H. Kelley (1979)**  
Assistant Professor, Department of Political  
Science  
J.D., The College of William and Mary
- Calvin E. Kellogg (1984)**  
Assistant Professor, Department of Management  
and Marketing  
M.B.A., University of Arkansas
- Charles E. Kelly (1980)**  
Adjunct Professor, Department of Health  
Sciences  
M.D., Loyola University School of Medicine
- Dennis G. Kelly (1979)**  
Director of Laboratory Schools  
Ph.D., The University of Michigan
- Kristin E. Kelly (1983)**  
Adjunct Assistant Professor, Department of  
Health Sciences  
M.A., Governors State University
- Sister Margaret Kelly (1984)**  
Assistant Professor, Department of Music  
Ph.D., The Ohio State University
- Susan A. Kemmer (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Adrian P. Kendry (1984)**  
Visiting Lecturer, Department of Economics  
M.S., Queen Mary College, University of London
- Denise E. Kendry (1984)**  
Lecturer, Department of Economics  
M.A., University of Oxford
- Kenneth C. Kennard (1968)**  
Professor, Department of Philosophy  
Ph.D., Northwestern University
- Jody L. Kennay (1984)**  
Acting Coordinator, Office of Residential Life  
M.S., Illinois State University
- Larry D. Kennedy (1962)**  
Professor, Department of Curriculum and  
Instruction  
Ed.D., University of Illinois
- Betty J. Keough (1952)**  
Professor, Department of Health, Physical  
Education, Recreation, and Dance  
Ph.D., The University of Iowa
- David F. Kephart (1980)**  
Assistant Professor, Department of Applied  
Computer Science  
M.S., The University of Arizona
- Robert J. Kerber (1974)**  
Professor, Department of Management and  
Marketing  
D.B.A., Texas Tech University
- Susan T. Kern (1974)**  
Assistant to the President of the University  
Associate Professor, Department of Home  
Economics  
Ph.D., Purdue University
- Bette B. Keyser (1979)**  
Instructor, Department of Health Sciences  
M.S., University of Illinois
- George W. Kidder III (1984)**  
Chairperson, Department of Biological Sciences  
Professor, Department of Biological Sciences  
Ph.D., University of Pennsylvania
- Robert W. Kiel (1970)**  
Men's Athletic Trainer, Intercollegiate  
Athletics  
M.S., Illinois State University
- Harland R. Kilborn (1980)**  
Head Golf Coach, Intercollegiate Athletics  
B.S. in Bus., Eastern Illinois University
- Dolores A. Kilgo (1978)**  
Associate Professor, Department of Art  
Ph.D., University of Illinois
- Sun Young Kim (1984)**  
Assistant Professor, Department of Economics  
Ph.D., The Pennsylvania State University
- Betty J. Kinser (1975)**  
Acting Advisor, Office of Academic Advisement  
Instructor, Department of Art  
M.S., Illinois State University
- James G. Kirchner (1969)**  
Professor, Department of Geography-Geology  
Ph.D., The University of Iowa

- John W. Kirk (1966)**  
Professor, Department of Theatre  
Ph.D., University of Florida
- Gordon E. Kirkman (1984)**  
Instructor, Department of Industrial Technology  
M.S., Illinois State University
- Ron B. Kirkwood (1982)**  
Assistant Professor, Department of Political Science  
M.A., University of Notre Dame
- George C. Kiser (1974)**  
Associate Professor, Department of Political Science  
Ph.D., University of Massachusetts
- Nancy T. Kizer (1983)**  
Assistant Director, College Development,  
College of Education  
Ed.D., Illinois State University
- Gary M. Klass (1980)**  
Assistant Professor, Department of Political Science  
Ph.D., State University of New York at Binghamton
- Kevin D. Kleine (1983)**  
Lecturer, Department of Communication  
M.A., Ball State University
- Carol J. Klitzke (1982)**  
Instructor, Department of Home Economics  
M.S., The University of Wisconsin-Stout
- Peter L. Klitzke (1983)**  
Research Assistant, Department of Home Economics  
B.S., The University of Wisconsin-Stout
- John M. Klofas (1982)**  
Assistant Professor, Department of Criminal Justice Sciences  
Ph.D., State University of New York at Albany
- James A. Knecht (1977)**  
Assistant Professor, Department of Political Science  
J.D., University of Illinois
- Kenneth R. Knight (1982)**  
Assistant Professor, Department of Military Science  
M.A., Central Michigan University
- Keith P. Knoblock (1967)**  
Associate Professor, Department of Art  
M.F.A., The Ohio State University
- Robert W. Koehler (1961)**  
Professor, Department of Health, Physical Education, Recreation and Dance  
Ed.D., University of Utah
- Walter S. G. Kohn (1956)**  
Professor, Department of Political Science  
Ph.D., New School for Social Research, New York
- Catherine W. Konsky (1974)**  
Associate Professor, Department of Communication  
Ph.D., The University of Iowa
- Barbara J. Kretzer (1984)**  
Adjunct Instructor, Department of Health Sciences  
M.A., Central Michigan University
- Dennis V. Kruse (1970)**  
Associate Professor, Department of Finance and Law  
J.D., The University of Iowa
- Brad I. Kuchan (1979)**  
Faculty Associate in University High School  
and Metcalf Elementary School  
M.M. Ed., Illinois State University
- Carolyn L. Kuhlman (1983)**  
Metcalf Teaching Consultant/Assistant  
Faculty Associate in Metcalf Elementary School  
M.S. Ed., Illinois State University
- Linda A. Kuhlmann (1978)**  
Faculty Associate in Laboratory Schools  
Special Education  
M.S. in Ed., Illinois State University
- Cletus P. Kurtzman (1978)**  
Adjunct Professor, Department of Biological Sciences  
Ph.D., West Virginia University
- Michael E. Kurz (1968)**  
Professor, Department of Chemistry  
Ph.D., Case Institute of Technology
- Donald E. LaCasse, Jr. (1973)**  
Associate Professor, Department of Theatre  
Ph.D., Michigan State University
- Joseph N. Ladalla (1983)**  
Visiting Lecturer, Department of Management and Marketing  
Ph.D., The University of Wisconsin
- Clarence J. Latler (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., The University of Michigan
- Douglas H. Lamb (1970)**  
Counselor, Student Counseling Center  
Professor, Department of Psychology  
Ph.D., The Florida State University
- Lucille E. Lammers (1981)**  
Professor, Department of Accounting  
Ph.D., The University of Wisconsin - Madison; C.P.A.
- Debra A. Landre (1984)**  
Instructor, Department of Mathematics  
M.S., Illinois State University
- Rowena V. Lane (1968)**  
Instructor, Department of Home Economics  
M.S., Illinois State University
- Jean R. Lange (1980)**  
Assistant Director, Office of Admissions and Records  
B.S. in Ed., Illinois State University
- Lora J. Lange (1984)**  
Instructor, Department of Foreign Languages  
M.A., Illinois State University
- Margaret K. Larson (1984)**  
Academic Advisor, College of Applied Science and Technology  
M.S., Illinois State University
- Maribeth N. Lartz (1983)**  
Instructor, Department of Specialized Educational Development  
M.A., The University of Texas at Austin
- Timothy D. Lash (1984)**  
Assistant Professor, Department of Chemistry  
Ph.D., University of Wales
- Grace H. Latshaw (1981)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Millikin University
- A. Luellen Laurenti (1978)**  
Instructor, Department of Foreign Languages  
M.A., University of Illinois
- Joseph L. Laurenti (1962)**  
Professor, Department of Foreign Languages  
Ph.D., University of Missouri
- Stephen L. Lauritsen (1984)**  
Lecturer, Department of Applied Computer Science  
B.S., Illinois State University
- Parker L. Lawlis (1965)**  
Director, Placement Service  
M.S. in Ed., Illinois State University
- Marilyn C. Lawrence (1973)**  
University Coordinator of Professional Practice  
Ed.D., Illinois State University
- Ronald L. Laymon (1965)**  
Professor, Department of Educational Administration and Foundations  
Ed.D., Indiana University
- Barbara Hunt Lazerson (1969)**  
Professor, Department of Curriculum and Instruction  
Ph.D., The University of Nebraska
- Anne M. Lazzarini (1983)**  
Instructor, Department of Business Education and Administrative Services  
M.S. in Ed., Illinois State University
- Gary H. Lea (1982)**  
Staff Physician, Student Health Service  
M.D., The Ohio State University
- John C. Leadley (1983)**  
Assistant Professor, Department of Economics  
M.S., The University of Wisconsin
- Lois R. Lederman (1978)**  
Instructor, Department of Specialized Educational Development  
M.A., Northeastern Illinois University
- Dorothy E. Lee (1962)**  
Associate Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., The University of Iowa
- Jane M. Lee (1972)**  
Professor, Department of Specialized Educational Development  
Ph.D., The University of Texas
- Richard B. Lehman (1982)**  
Associate Professor, Department of Music  
Ph.D., University of Louisville
- Kenneth L. Leicht (1967)**  
Associate Professor, Department of Psychology  
Ph.D., Northwestern University
- Linda M. Leinicke (1984)**  
Assistant Professor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Carol J. Leisch (1979)**  
Instructor, Department of Specialized Educational Development  
M.Ed., University of Illinois
- Elmer A. Lemke (1965)**  
Professor, Department of Psychology  
Ph.D., The University of Wisconsin
- Wilbert Marcellus Leonard II (1970)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., The Ohio State University
- David L. Leonhard (1984)**  
Acting Coordinator, Academic Services  
B.S., Illinois State University
- William C. Lesch (1984)**  
Assistant Professor, Department of Management and Marketing  
Ph.D., University of Massachusetts
- Arthur Lewis (1972)**  
Professor, Department of Music  
Mus. D., Indiana University
- Dixie L. Lewis (1977)**  
Faculty Associate in University High School  
M.S. in Ed., Illinois State University
- Franklin G. Lewis (1957)**  
Professor, Department of Curriculum and Instruction  
Ed.D., North Texas State University
- Marjorie L. Lewis (1951)**  
Professor, Department of Psychology  
Ph.D., University of Illinois
- Mary F. Lewis (1977)**  
Associate Professor, Department of Management and Marketing  
Ph.D., University of Arkansas
- Connie J. Ley (1984)**  
Chairperson, Department of Home Economics  
Associate Professor, Department of Home Economics  
Ph.D., The Pennsylvania State University
- Ming-Gon John Lian (1983)**  
Assistant Professor, Department of Specialized Educational Development  
Ed.D., Texas Tech University
- Anthony E. Liberta (1961)**  
Professor, Department of Biological Sciences  
Ph.D., University of Illinois
- Jayne A. Lien (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Sun San Lin (1981)**  
Staff Physician, Student Health Service  
M.D., National Taiwan University College of Medicine
- Richard L. Lindroth (1984)**  
Assistant Professor, Department of Biological Sciences  
Ph.D., University of Illinois
- Connie J. Link (1981)**  
Instructor, Department of Communication  
M.A., Eastern Illinois University
- William R. Linneman (1964)**  
Professor, Department of English  
Ph.D., University of Illinois
- Jane K. Linney (1984)**  
Instructor, Department of Art  
M.S., Illinois State University
- Robert D. Liverman (1969)**  
Professor, Department of Health, Physical Education, Recreation, and Dance  
Ph.D., University of Illinois
- David L. Livers, Jr. (1962)**  
Professor, Department of Specialized Educational Development  
Ph.D., The University of Iowa
- Chella C. Livingston (1984)**  
Assistant Professor, Department of English  
M.A., University of South Carolina

## 194 Faculty and Administrative Staff

### **Edward A. Livingston (1968)**

Professor, Department of Music  
M.A., Western Michigan University

### **Rita K. Livingston (1984)**

Assistant Professor, Department of Specialized Educational Development  
Ph.D., The University of Texas at Austin

### **Wayne N. Lockwood, Jr. (1977)**

Professor, Department of Industrial Technology  
Ph.D., University of Illinois

### **Franzie L. Loepf (1970)**

Distinguished Professor, Department of Industrial Technology  
Ed.D., University of Northern Colorado

### **Jerome J. LoMonaco (1975)**

Associate Professor, Department of Music

### **Emily S. Long (1979)**

Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University

### **Larry W. Long (1979)**

Assistant Professor, Department of Communication  
Ph.D., The University of Oklahoma

### **Michael A. Lorber (1970)**

Professor, Department of Curriculum and Instruction  
Ph.D., Ohio University

### **Ned B. Lovell (1977)**

Professor, Department of Educational Administration and Foundations

Ph.D., The Florida State University

### **Pamela W. Lovell (1984)**

Lecturer, Department of Communication  
B.S., Illinois State University

### **L. David Loy (1982)**

Associate Professor, Department of Finance and Law

Ph.D., The University of Iowa

### **Marvin L. Luther (1966)**

Associate Professor, Department of Physics  
Ph.D., Virginia Polytechnic Institute and State University

### **Mary Ann Lynn (1966)**

Chairperson, Department of Educational Administration and Foundations  
Professor, Department of Educational Administration and Foundations

Ed.D., Illinois State University

### **Sandra M. Lynn (1982)**

Head Women's Volleyball Coach, Intercollegiate Athletics

B.S., Utah State University

### **Laurene Mabry (1960)**

Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., The University of Iowa

### **David J. MacDonald (1971)**

Associate Professor, Department of History  
Ph.D., University of Minnesota

### **Sharon S. MacDonald (1973)**

Instructor, Department of History  
M.A., University of Minnesota

### **Kenton F. Machina (1973)**

Chairperson, Department of Philosophy  
Associate Professor, Department of Philosophy  
Ph.D., University of California at Los Angeles

### **Terry D. MacKay (1984)**

Lecturer, Department of Economics  
B.A., Olivet Nazarene College

### **Murty V. Madiraju (1984)**

Assistant Professor, Department of Biological Sciences

Ph.D., University of Delhi (India)

### **Normand W. Madore (1961)**

Professor, Department of Curriculum and Instruction

Ed.D., Wayne State University

### **Arnold J. Madsen (1982)**

Lecturer, Department of Communication  
M.A., Wake Forest University

### **Michael J. Maher (1979)**

Assistant Director, Office of Research Services and Grants

Ph.D., University of Minnesota

### **A. Christine Malinowski (1983)**

Area Coordinator, Office of Residential Life  
M.A., Northern Illinois University

### **Geraldine S. Malone (1980)**

Adjunct Lecturer, Department of Health Sciences  
B.S., Central Michigan University

### **Thomas E. Malone (1969)**

Professor, Department of Art  
M.S., The University of Wisconsin

### **Nancy F. Maloney (1984)**

Instructor, Department of Art  
M.Ed., Clemson University

### **Robert H. Mannis (1982)**

Instructor, Department of Music  
M.M., University of Illinois

### **Jack C. Mapes (1977)**

Faculty Associate in Laboratory Schools Special Education

M.S., University of Utah

### **Marilyn K. Mapes (1981)**

Faculty Associate in Laboratory Schools Special Education

B.S. Ed., Northern Illinois University

### **Ioannis Maratos (1980)**

Adjunct Professor, Department of Health Sciences  
M.D., University of Vienna (Austria)

### **Patricia J. Marcum-Grogg (1976)**

Professor, Department of Business Education and Administrative Services

Ph.D., University of Illinois

### **Jeanne N. Martens (1981)**

Lecturer, Department of Health Sciences  
B.S., Illinois State University

### **Judith A. Martin (1968)**

Faculty Associate in University High School  
M.S., Southern Illinois University

### **Jesus I. Martinez (1983)**

Adjunct Professor, Department of Health Sciences

M.D., College of Medicine, University of Philippines

### **Olga A. Martinez (1966)**

Assistant Professor, Department of Foreign Languages

Ph.D., University of Illinois-Urbana

### **B. J. Marymont (1977)**

Coordinator, Academic Advisement

M.S., Southwest Missouri State University

### **Susan D. Mason (1983)**

Faculty Associate in Laboratory Schools Special Education

B.S., Central Missouri State University

### **Joseph V. Massa (1979)**

Assistant Professor, Department of Finance and Law

M.B.A., The University of Nebraska-Lincoln

### **Scott Massin (1977)**

Associate Professor, Department of Finance and Law

J.D., The University of Nebraska

### **Franklin G. Matsler (1968)**

Regency Professor, Department of Educational Administration and Foundations

Ph.D., University of California at Berkeley

### **Paul F. Mattingly (1962)**

Professor, Department of Geography-Geology

Ph.D., The Pennsylvania State University

### **Abdelmagid M. Mazen (1981)**

Assistant Professor, Department of Management and Marketing

Ph.D., Purdue University

### **Patricia C. McAnally (1966)**

Assistant Professor, Department of Specialized Educational Development

M.Ed., University of Illinois

### **Thomas H. McAninch (1979)**

Assistant Professor, Department of Criminal Justice Sciences

M.S., Marshall University

### **John F. McAtee (1968)**

Acting Director, Office of Research Services and Grants

Ph.D., Southern Illinois University

### **Bernard J. McCarney (1958)**

Professor, Department of Economics

Ph.D., University of Pittsburgh

### **JoAnn McCarthy (1976)**

Director, International Studies

Ph.D., The Florida State University

### **John R. McCarthy (1974)**

Professor, Department of Educational Administration and Foundations

Ph.D., The Florida State University

### **Julianne M. McCarthy (1984)**

Instructor, Department of Sociology  
Anthropology and Social Work

M.A., Indiana University

### **Toni L. McCarty (1982)**

Assistant Professor, Department of Home Economics and Department of Specialized Educational Development

M.S. Ed., Southern Illinois University

### **Malcolm M. McClure (1982)**

Associate Professor, Department of Accounting  
Ph.D., University of Illinois

### **William C. McConnell (1984)**

Lecturer, Department of Industrial Technology  
M.M., Illinois Wesleyan University

### **James R. McCormack (1983)**

Professor, Department of Military Science  
M.A., Wayne State University

### **Christine B. McCormick (1981)**

Assistant Professor, Department of Psychology  
Ph.D., The University of Wisconsin-Madison

### **Allen C. McCowan (1983)**

Assistant Professor, Department of Educational Administration and Foundations  
Ed.D., University of Illinois

### **Derek A. McCracken (1969)**

Associate Professor, Department of Biological Sciences  
Ph.D., University of Toronto

### **Anthony T. McCann (1983)**

Assistant Professor, Department of English  
Ph.D., University of Oregon

### **Ellen M. McGill (1980)**

Adjunct Instructor, Department of Health Sciences  
A.B., Mt. St. Scholastic College

### **J. H. McGrath (1968)**

Professor, Department of Educational Administration and Foundations  
Ph.D., The University of Iowa

### **Charles R. McGuire, Jr. (1980)**

Associate Professor, Department of Finance and Law  
J.D., University of Illinois

### **Gregory L. McIntosh (1980)**

Assistant Men's Football Coach, Intercollegiate Athletics  
B.S. in Rec., Indiana University

### **Katherine W. McIntosh (1981)**

Head Women's Swimming Coach, Intercollegiate Athletics  
B.S. in Rec., Indiana University

### **Gerald W. McLean (1974)**

Assistant Professor, Department of Accounting  
M.S., Illinois State University; C.D.P.

### **Debra R. McKenzie (1983)**

Coordinator, Special Projects, Office of Financial Aid  
B.S., Illinois State University

### **Rhonda L. McKinney (1983)**

Instructor, Department of Art  
M.F.A., University of Illinois

### **Elizabeth S. McMahan (1971)**

Professor, Department of English  
Ph.D., University of Oregon

### **Karen M. McQuiggin (1984)**

Instructor, Department of Foreign Languages  
M.A., Illinois State University

### **Walter B. Mead (1967)**

Associate Professor, Department of Political Science  
Ph.D., Duke University

### **Edward S. Meckstroth (1974)**

Assistant Librarian  
Associate Professor of Library Science  
M.A., The University of Chicago

### **Patricia A. Meckstroth (1976)**

Assistant Librarian  
Assistant Professor of Library Science  
M.A., The University of Chicago

### **David W. Meese (1984)**

Lecturer, Department of Communication  
B.S., Illinois State University

### **Kenneth S. Mernit (1984)**

Assistant Professor, Department of History  
Ph.D., University of Missouri

- Laura A. Mertins (1981)**  
Faculty Associate in Laboratory Schools  
Special Education  
B.S. Ed., Illinois State University
- Sandra M. Metts (1982)**  
Assistant Professor, Department of Communication  
Ph.D., The University of Iowa
- Leonard E. Meyer (1984)**  
Assistant Professor, Department of Applied Computer Science  
Sp.Ed., University of Missouri
- Ralph A. Meyering (1961)**  
Professor, Department of Specialized Educational Development  
Ph.D., The University of Iowa
- Christine A. Meyers (1971)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.F.A., The University of North Carolina
- Michael R. Michela (1984)**  
Instructor, Department of Speech Pathology and Audiology  
M.S., Eastern Illinois University
- Anita C. Miller (1984)**  
Counselor, Student Counseling Center  
B.S., Bradley University
- Barbara Miller (1983)**  
Coordinator, Office of Residential Life  
M.S. in Ed., Illinois State University
- E. Joan Miller (1962)**  
Professor, Department of Geography-Geology  
Ph.D., The University of North Carolina at Chapel Hill
- Larry R. Miller (1971)**  
Acting Assistant Dean, College of Applied Science and Technology  
Professor, Department of Industrial Technology  
Ph.D., The Ohio State University
- Marcia A. Miller (1971)**  
Adjunct Professor, Department of Biological Sciences  
Ph.D., The Ohio State University
- Raymond M. Miller (1977)**  
Adjunct Professor, Department of Biological Sciences  
Ph.D., Illinois State University
- Rodney E. Miller (1983)**  
Assistant Professor, Department of Music  
M.M., Indiana University
- Wilma H. Miller (1968)**  
Professor, Department of Specialized Educational Development  
Ed.D., The University of Arizona
- Alan P. Milliren (1969)**  
Professor, Department of Specialized Educational Development  
Ed.D., University of Illinois
- Dixie L. Mills (1980)**  
Associate Professor, Department of Finance and Law  
Ph.D., University of Cincinnati
- Frederick V. Mills (1968)**  
Chairperson, Department of Art  
Professor, Department of Art  
Ed.D., Indiana University
- Lois R. Mills (1979)**  
Instructor, Department of Curriculum and Instruction  
M.S. in Ed., Illinois State University
- Margaret H. Mills (1984)**  
Instructor, Department of Foreign Languages  
M.A., The University of Iowa
- Ethel B. Minsey (1972)**  
Associate Professor, Department of Curriculum and Instruction  
Ph.D., University of Illinois
- Jeanne S. Mink (1984)**  
Instructor, Department of English  
M.S., Illinois State University
- Jacquelyn S. Mitchell (1983)**  
Instructor, Department of Foreign Languages  
M.A., Illinois State University
- Edward L. Mockford (1960)**  
Distinguished Professor, Department of Biological Sciences  
Ph.D., University of Illinois
- Gellert Modos (1980)**  
Associate Professor, Department of Music  
M.M., Franz Liszt Music Academy
- Leslie D. Moe-Kaiser (1982)**  
Assistant Professor, Department of Art  
M.Ph., The University of Kansas
- Coenraad L. Mohr (1970)**  
Professor, Department of Management and Marketing  
Ph.D., University of Minnesota
- Patricia K. Monson (1976)**  
Associate Professor, Department of Speech Pathology and Audiology  
Ph.D., Illinois Institute
- Alan D. Monroe (1970)**  
Professor, Department of Political Science  
Ph.D., Indiana University
- Michelle Montjoy (1984)**  
Lecturer, Department of Art  
B.S., Illinois State University
- John F. Moomey (1973)**  
Executive Director-Illinois Principals Association, Department of Educational Administration and Foundations  
M.S. in Ed., Eastern Illinois University
- Willard J. Moonan (1969)**  
Assistant Librarian  
Associate Professor of Library Science  
M.A., University of Minnesota
- Barry E. Moore (1962)**  
Professor, Department of Art  
Ed.D., University of Illinois
- Benjamin L. Moore (1973)**  
Associate Professor, Department of Psychology  
Ph.D., The Florida State University
- Clarence L. Moore (1961)**  
Professor, Department of Agriculture  
Ph.D., South Dakota State University
- Mary E. Moore (1983)**  
Instructor, Department of Speech Pathology and Audiology  
M.S., Illinois State University  
M.S., The Florida State University
- Frances E. Moore-Bond (1983)**  
Assistant Professor, Department of Curriculum and Instruction  
Ph.D., University of Minnesota
- Mathew J. Morey (1983)**  
Associate Professor, Department of Economics  
Ph.D., University of Illinois
- Theresa L. Morgan (1983)**  
Instructor, Department of Finance and Law  
M.B.A., Illinois State University
- William W. Morgan (1969)**  
Professor, Department of English  
Ph.D., The University of Tennessee
- Frank T. Morn (1984)**  
Assistant Professor, Department of Criminal Justice Sciences  
Ph.D., The University of Chicago
- Lucy E. Morreac (1975)**  
Professor, Department of Specialized Educational Development  
Ph.D., University of Minnesota
- Carol L. Morris (1984)**  
Director, Alumni and Parent Services  
M.S. Ed., Illinois State University
- Charles E. Morris (1966)**  
Vice President for Administrative Services  
Associate Professor, Department of Mathematics  
Ph.D., University of Illinois
- Jeanne B. Morris (1967)**  
Associate Professor, Department of Curriculum and Instruction  
Ed.D., University of Illinois
- Robert E. Morris (1976)**  
Faculty Associate in University High School  
M.S. in Ed., Illinois State University
- Daniel J. Mortier (1980)**  
Assistant Men's Football Coach, Intercollegiate Athletics  
M.S., Northern Illinois University
- Joyce L. Morton (1966)**  
Head Women's Cross Country Track and Field Coach, Intercollegiate Athletics  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.Ed., Colorado State University
- Mehrdad M. Moshir (1984)**  
Assistant Professor, Department of Physics  
Ph.D., Princeton University
- Ronald J. Mottram (1983)**  
Associate Professor, Department of Theatre  
Ph.D., New York University
- Samuel J. Mungo (1968)**  
Associate Professor, Department of Curriculum and Instruction  
Ph.D., New York University
- Connie L. Myers (1980)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Marshall University
- Joel P. Myers (1970)**  
Professor, Department of Art  
M.F.A., Alfred University (New York)
- Anne H. Nadakavukaren (1984)**  
Instructor, Department of Health Sciences  
M.S., Illinois State University
- Mathew J. Nadakavukaren (1964)**  
Professor, Department of Biological Sciences  
Ph.D., Oregon State University
- Gurramkonda N. Naidu (1976)**  
Professor, Department of Finance and Law  
Ph.D., The University of Iowa
- Shamim Naim (1982)**  
Assistant Professor, Department of Geography-Geology  
Ph.D., Oregon State University
- Andrew T. Nappi (1980)**  
Dean, College of Business  
Professor, Department of Business Education and Administrative Services  
Ph.D., Ohio University
- Janal R. Nassar (1978)**  
Associate Professor, Department of Political Science  
Ph.D., University of Cincinnati
- Mary J. Natale (1954)**  
Assistant Professor, Department of Curriculum and Instruction  
M.S. in Ed., Illinois State University
- Jeanna R. Neal (1984)**  
Instructor, Department of Music  
M.M., Illinois State University
- Carol T. Neely (1980)**  
Associate Professor, Department of English  
Ph.D., Yale University
- Wayne Nelson (1981)**  
Assistant Professor, Department of Industrial Technology  
Ed.D., University of Northern Colorado
- Michael A. Nelson (1981)**  
Assistant Professor, Department of Economics  
Ph.D., Purdue University
- Paul R. Nelson (1976)**  
Medical Director and Staff Physician, Student Health Service  
M.D., University of Minnesota
- Robert S. Nelson (1970)**  
Associate Professor, Department of Geography-Geology  
Ph.D., The University of Iowa
- Thomas W. Nelson (1970)**  
Associate Professor, Department of Educational Administration and Foundations  
Ed.D., University of California at Los Angeles
- Janice G. Neuleib (1970)**  
Associate Professor, Department of English  
Ph.D., University of Illinois
- Robert D. Neuleib (1970)**  
Faculty Associate in University High School  
M.S., Illinois State University
- Marilyn P. Newby (1965)**  
Professor, Department of Art  
Ph.D., The Pennsylvania State University
- Richard L. Newby (1958)**  
Associate Professor, Department of English  
Ph.D., University of Colorado
- Kenneth E. Newgren (1984)**  
Associate Professor, Department of Management and Marketing  
Ph.D., The University of Georgia
- Huyen V. Nguyen (1984)**  
Faculty Associate in University High School  
B.A., Lycee Chai Van An (Saigon, Vietnam)
- Mary J. Nicholas (1980)**  
Associate Professor, Department of Music  
Ph.D., The University of Kansas
- Martin K. Nickels (1974)**  
Associate Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., The University of Kansas

## 196 Faculty and Administrative Staff

### Douglas A. Nietzke (1963)

Assistant Professor, Department of English  
Ph.D., University of Illinois

### Nweze E. Nnakwe (1984)

Assistant Professor, Department of Home Economics  
Ph.D., The University of Nebraska-Lincoln

### Chika K. Nnamani (1984)

Coordinator, Office of Residential Life  
M.S., Illinois State University

### Vergil E. Noble (1984)

Director, Midwest Archeological Research Center  
Assistant Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., Michigan State University

### Anne E. Nolte (1973)

Professor, Department of Health Sciences  
Ph.D., The Ohio State University

### Frederick R. Noyes (1968)

Assistant Professor, Department of Specialized  
Educational Development  
M.S. in Ed., New York State University at  
Buffalo

### Robert O. Nunemacher (1981)

Instructor, Department of Chemistry  
Ph.D., University of Illinois

### Christopher L. Nyeweide (1984)

Assistant Professor, Department of Health  
Sciences  
J.D., The John Marshall Law School

### Katherine Rahr Oberhardt (1978)

Faculty Associate in Metcalf Elementary School  
M.S., Illinois State University

### Terry W. Oberhardt (1980)

Faculty Associate in Metcalf Elementary School  
B.S., Illinois State University

### Kevin P. O'Brien (1982)

Program Director, Illinois Special Olympics  
B.S. Ed., Illinois State University

### Phares G. O'Daffer (1968)

Professor, Department of Mathematics  
Ph.D., University of Illinois

### Elizabeth Ogunsola (1980)

Coordinator, Academic Services,  
High Potential Students Program  
M.S. Ed., Illinois State University

### Takashi Okuno (1980)

Adjunct Professor, Department of Health Sciences  
M.D., Kanazawa University

### Vanessa Y. Oldham (1984)

Coordinator, Office of Residential Life  
M.A., Eastern Kentucky University

### Marjory M. Oliker (1984)

Assistant Librarian  
Instructor in Library Science  
M.S.L.S., Case Western Reserve University

### Louis A. Olivier (1980)

Chairperson, Department of Foreign Languages  
Professor, Department of Foreign Languages  
Ph.D., The Johns Hopkins University

### Miriam G. Olsen (1979)

Special Service Center Nurse in the Health  
Service  
B.S.N.Ed., Loyola University of Chicago

### Patsy S. Oman (1974)

Assistant Professor, Department of Accounting  
M.S., Illinois State University; C.P.A.

### Fred W. Omer (1969)

Associate Professor, Department of Music  
M.S., University of Illinois

### Muriel G. Orendorff (1981)

Assistant Director, Student Life and Programs  
B.S., Illinois State University

### Diane E. Ormsby (1983)

Instructor, Department of Specialized  
Educational Development  
M.S. Ed., Illinois State University

### Patrick D. O'Rourke (1983)

Assistant Professor, Department of Agriculture  
Ph.D., Purdue University

### Anthony L. Ostrosky (1973)

Professor, Department of Economics  
Ph.D., University of Pittsburgh

### Ralph G. O'Sullivan (1984)

Assistant Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., Western Michigan University

### Mary E. Oswald (1980)

Adjunct Lecturer, Department of Health Sciences  
A.B., Goshen College

### Robert S. Otolski (1980)

Head Men's Football Coach, Intercollegiate  
Athletics  
M.S., Indiana University

### Albert D. Otto (1969)

Chairperson, Department of Mathematics  
Professor, Department of Mathematics  
Ph.D., The University of Iowa

### Virginia S. Owen (1964)

Dean, College of Arts and Sciences  
Professor, Department of Economics  
Ph.D., University of Illinois

### Susan L. Owens (1983)

Academic Advisor, Office of Academic Advisement  
B.S., Illinois State University

### Carol S. Owles (1978)

Faculty Associate in Metcalf Elementary School  
M.S., Illinois State University

### Gus Pachis, Jr. (1980)

Assistant Men's Football Coach, Intercollegiate  
Athletics  
M.S. in Ed., The University of Akron

### George E. Padgett (1984)

Assistant Professor, Department of Communication  
Ph.D., Ohio University

### George E. Palmer (1969)

Assistant Librarian  
Assistant Professor of Library Science  
M.L.S., University of Pittsburgh  
M.A., University of Illinois

### Teresa M. Palmer (1969)

Associate Professor, Department of Business  
Education and Administrative Services  
Ed.D., University of Illinois

### Sally B. Pancrazio (1984)

Assistant Professor, Department of Educational  
Administration and Foundations  
Ed.D., University of Illinois

### Mariejean C. Pankonin (1966)

Assistant Professor, Department of Health,  
Physical Education, Recreation and Dance  
M.S., The University of North Carolina

### Mary E. Papke (1980)

Assistant Professor, Department of English  
Ph.D., McGill University

### David J. Parent (1968)

Professor, Department of Foreign Languages  
Ph.D., University of Cincinnati

### Peter A. Parmenter (1961)

Assistant Professor, Department of English  
(University High School)  
M.S. in Ed., Illinois State University

### James T. Parr (1970)

Assistant Professor, Department of Mathematics  
Ph.D., Indiana University

### Ruth H. Parsons (1980)

Instructor, Department of Mathematics  
M.S., Illinois State University

### G. Benjamin Paxton (1965)

Manager of Radio Station WGLT  
Assistant Professor, Department of Communication  
M.A., The University of Tennessee

### Richard J. Payne (1975)

Associate Professor, Department of Political  
Science  
Ph.D., Howard University (Washington, D.C.)

### Sherman E. Peck (1975)

Lecturer, Department of Art  
B.S., Illinois State University

### Barbara A. Pemberton (1984)

Instructor, Department of Specialized Educational  
Development  
M.S. Ed., Illinois State University

### Charles W. Pendleton (1966)

Professor, Department of Industrial Technology  
Ed.D., University of Illinois

### Howard L. Penning (1980)

Adjunct Professor, Department of Health Sciences  
M.D., St. Louis University School of Medicine

### Jeanine C. Perez (1981)

Head Teacher, Child Care Center  
M.S. in Ed., Illinois State University

### Barbara J. Perry (1972)

Faculty Associate in Metcalf Elementary School  
B.S., The University of Wisconsin-Stout

### Don L. Peterson (1964)

Professor, Department of Music  
Ph.D., The University of Wisconsin

### Fred M. Peterson (1982)

University Librarian  
Professor of Library Science  
Ph.D., Indiana University

### Louis H. Peterson (1983)

Visiting Instructor, Department of Accounting  
B.B.A., University of Minnesota; C.P.A.

### George A. Petrossian (1963)

Associate Professor, Department of Foreign  
Languages  
Ph.D., The University of Michigan

### Benjamin Pettit (1983)

Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.

### Wolfgang Pfabel, Jr. (1961)

Assistant Professor, Department of Foreign  
Languages  
L.M.A., Case Western Reserve University

### Lorraine Pfleumer (1978)

Faculty Associate in Metcalf Elementary School  
Ed.D., Illinois State University

### Karen S. Plost (1981)

Counselor, Student Counseling Center  
Assistant Professor, Department of Psychology  
Ph.D., University of Missouri

### Bennie D. Phillips (1983)

Faculty Assistant, Department of Business  
Education and Administrative Services  
M.S., The American College (Pennsylvania)

### Eugene B. Pidarko (1984)

Tutor, High Potential Students Program  
Instructor, Department of Mathematics  
M.A., University of California at Los Angeles

### Walter D. Pierce (1969)

Professor, Department of Curriculum and  
Instruction  
Ed.D., University of Southern California

### Dayna S. Pierzchala (1984)

Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University

### William E. Piland (1979)

Professor, Department of Curriculum and  
Instruction  
Ed.D., Northern Illinois University

### Betty J. Pilchard (1978)

Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.

### Grace K. Pittman (1970)

Academic Advisor, Office of Academic Advisement  
M.A., University of Illinois

### Patricia J. Piwowarski (1983)

Instructor, Department of Specialized Educational  
Development  
M.S. Ed., Illinois State University

### Michael J. Plantholt (1982)

Assistant Professor, Department of Mathematics  
Ph.D., The University of Michigan-Ann Arbor

### Gilbert E. Plumer (1984)

Assistant Professor, Department of Philosophy  
Ph.D., University of Illinois

### Betty S. Plummer (1981)

Foreign Students' Advisor in International  
Studies  
M.S., Illinois State University

### Mark A. Plummer (1960)

Professor, Department of History  
Ph.D., The University of Kansas

### Olgert Pocs (1960)

Associate Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., Purdue University

### Vernon C. Pohlmann (1955)

Professor, Department of Sociology, Anthropology  
and Social Work  
Ph.D., Washington University

### John J. Pokorney (1982)

Instructor, Department of Management and  
Marketing  
M.A., Illinois State University

### Jerry J. Polacek (1970)

Assistant Professor, Department of Health,  
Physical Education, Recreation and Dance  
M.S., Illinois State University

### David H. Pollack (1982)

Instructor, Department of Mathematics  
M.S., University of Illinois

### Paula J. Pomerene (1984)

Instructor, Department of English  
M.A., Illinois State University

- David R. Pontius (1980)**  
Assistant Professor, Department of Industrial Technology  
Ed.D., University of Illinois
- Elizabeth T. Pope (1973)**  
Assistant Librarian  
Associate Professor of Library Science  
M.S. in L.S., Drexel University
- Raechele L. Pope (1981)**  
Area Coordinator, Office of Residential Life  
B.A., Indiana University of Pennsylvania
- Ralph A. Pope (1984)**  
Assistant Professor, Department of Finance and Law  
D.B.A., Mississippi State University
- Ronald R. Pope (1976)**  
Associate Professor, Department of Political Science  
Ph.D., University of Pennsylvania
- Kevin E. Possin (1984)**  
Assistant Professor, Department of Philosophy  
M.A., The University of Wisconsin
- Roger E. Potter (1971)**  
Assistant to the Dean, College of Business  
Professor, Department of Finance and Law  
Ph.D., St. Louis University
- David G. Poultney (1968)**  
Professor, Department of Music  
Ph.D., The University of Michigan
- Charles T. Powers (1984)**  
Acting Admissions Counselor, Office of Admissions and Records  
Adv. Cert. Ed., University of Illinois
- Mario Prada (1977)**  
Research Associate, College of Education  
Ph.D., Illinois State University
- Mildred S. Pratt (1969)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., University of Pittsburgh
- Nan R. Presser (1977)**  
Counselor, Student Counseling Center  
Assistant Professor, Department of Psychology  
Ph.D., The University of Texas at Austin
- Charles E. Price (1983)**  
Instructor, Department of Mathematics  
M.S. Ed., Illinois State University
- Samuel T. Price (1968)**  
Professor, Department of Specialized Educational Development  
Ed.D., University of Pittsburgh
- Debora A. Prief (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Sharon P. Priester (1976)**  
Instructor, Department of Mathematics  
M.A., Western Michigan University
- Calvin L. Pritner (1966)**  
Director, Illinois Shakespeare Festival  
Professor, Department of Theatre  
Ph.D., University of Illinois
- Joseph J. Proftlet (1977)**  
Lecturer, Department of Industrial Technology  
M.S., Illinois State University
- Gwendolyn B. Pruyne (1980)**  
Research Associate, Department of Educational Administration and Foundations  
B.A., Park College
- Sharon D. Purkey (1975)**  
Academic Advisor, Office of Academic Advisement  
M.A., University of Illinois
- W. Lourance Quane (1967)**  
Assistant Dean of Undergraduate Instruction  
Professor, Department of Industrial Technology  
Ph.D., Michigan State University
- Charles S. Quinn (1980)**  
Staff Physician, Student Health Service  
M.D., The University of Louisville
- Jill M. Quinn (1978)**  
Faculty Associate in Laboratory Schools Special Education  
B.S. in Ed., Illinois State University
- Dorothy I. Quisenberry (1970)**  
Associate Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., The Ohio State University
- David D. Rademacher (1969)**  
Academic Advisor, Office of Academic Advisement  
M.Ed., University of Illinois
- Ramaswamy Radhakrishnan (1982)**  
Associate Professor, Department of Management and Marketing  
Ph.D., Carnegie-Mellon, Pittsburgh
- Michael A. Radz (1984)**  
Instructor, Department of Curriculum and Instruction  
Ed.D., Illinois State University
- Rati Ram (1982)**  
Professor, Department of Economics  
Ph.D., The University of Chicago
- Elizabeth C. Ramirez (1984)**  
Assistant Professor, Department of Theatre  
Ph.D., The University of Texas at Austin
- David D. Ramsey (1973)**  
Associate Professor, Department of Economics  
Ph.D., University of Minnesota
- Gary C. Ramseyer (1965)**  
Professor, Department of Psychology  
Ph.D., The University of Iowa
- Taimi M. Ranita (1959)**  
Professor, Department of English  
Ph.D., University of Minnesota
- Ralph J. Rascati (1979)**  
Assistant Professor, Department of Biological Sciences  
Ph.D., University of Massachusetts
- David A. Rathke (1984)**  
Faculty Associate in University High School  
B.S., Eureka College
- William C. Rau (1984)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., University of Illinois
- Richard Ravel (1984)**  
Adjunct Professor, Department of Health Sciences  
M.D., Columbia College
- Jo Ann Rayfield (1966)**  
Associate Professor, Department of History  
Ph.D., Vanderbilt University
- Khalid A. Razaki (1980)**  
Associate Professor, Department of Accounting  
M.A.S., University of Illinois
- Gordon M. Redding (1972)**  
Professor, Department of Psychology  
Ph.D., The University of Wisconsin-Madison
- Glenn D. Reeder (1977)**  
Associate Professor, Department of Psychology  
Ph.D., University of California at Santa Barbara
- Sharon M. Reeves (1980)**  
Faculty Associate in Metcalf Elementary School  
B.S. in Ed., Southwest Texas State University
- John T. Rehm (1969)**  
Associate Professor, Department of Music  
M.M., Indiana University
- Alan K. Reichert (1984)**  
Associate Professor, Department of Finance and Law  
Ph.D., The Ohio State University
- Connie F. Reiners (1979)**  
Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Earl A. Reitan (1954)**  
Professor, Department of History  
Ph.D., University of Illinois
- Richard C. Reiter (1964)**  
Professor, Department of Chemistry  
Ph.D., Purdue University
- Alfonso H. Remedios (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., McGill University
- Max R. Rennels (1968)**  
Professor, Department of Art  
Ed.D., Indiana University
- Stanley W. Renner (1968)**  
Associate Professor, Department of English  
Ph.D., The University of Iowa
- Joyce A. Rescho (1984)**  
Assistant Professor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Kenneth A. Reitzer (1959)**  
Professor, Department of Mathematics  
Ph.D., University of Illinois
- Evelyn J. Rex (1958)**  
Professor, Department of Specialized Educational Development  
Ph.D., George Peabody College for Teachers
- Max Rexroad (1978)**  
Professor, Department of Accounting  
Ph.D., University of Illinois; C.P.A.
- Jonathan E. Reyman (1972)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Southern Illinois University
- Dent M. Rhodes (1965)**  
Professor, Department of Curriculum and Instruction  
Ph.D., The Ohio State University
- Douglas P. Rhone (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., University of Illinois College of Medicine
- Nancy H. Rice (1982)**  
Assistant Professor, Department of English  
Ph.D., University of Massachusetts
- Beverly S. Rich (1979)**  
Instructor, Department of Mathematics  
M.S., Illinois State University
- John H. Rich (1964)**  
Professor, Department of Business Education and Administrative Services  
Ed.D., Indiana University
- Terry C. Richards (1981)**  
Associate Director, Office of Financial Aid  
M.A., Marshall University
- Arlan G. Richardson (1971)**  
Professor, Department of Chemistry  
Ph.D., Oklahoma State University
- Carmen H. Richardson (1971)**  
Associate Professor, Department of English  
Ed.D., Oklahoma State University
- Ralph M. Richter (1984)**  
Faculty Assistant, Department of Accounting and Department of Finance and Law  
M.B.A., Illinois State University; C.P.A.
- William H. Rickards (1981)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., University of Illinois
- Wayne A. Riddle (1977)**  
Associate Professor, Department of Biological Sciences  
Ph.D., The University of New Mexico
- Rodney P. Riegle (1978)**  
Professor, Department of Educational Administration and Foundations  
Ph.D., The Ohio State University
- Lynda Renee Riess (1984)**  
Faculty Associate in University High School  
M.A., Baylor University
- Samuel M. Riley (1980)**  
Assistant Professor, Department of English  
Ph.D., Washington State University
- Patricia A. Risso (1984)**  
Assistant Professor, Department of History  
Ph.D., McGill University
- Pamela S. Ritch (1973)**  
Associate Professor, Department of Theatre  
Ph.D., The University of Texas at Austin
- Robert K. Ritt (1971)**  
Professor, Department of Mathematics  
Ph.D., Columbia University
- Robert K. Rittenhouse (1978)**  
Associate Professor, Department of Specialized Educational Development  
Ph.D., University of Illinois
- Elizabeth A. Robb (1981)**  
Instructor, Department of Finance and Law  
J.D., Loyola University
- Frederick J. Roberts (1968)**  
Assistant Professor, Department of Political Science  
Ph.D., Princeton University
- Hibbert R. Roberts (1968)**  
Chairperson, Department of Political Science  
Professor, Department of Political Science  
Ph.D., The University of Washington
- Don R. Robinson (1972)**  
Associate Professor, Department of Management and Marketing  
D.B.A., Louisiana State University
- Lisa Robinson (1983)**  
Assistant to Women's Basketball Coach, Intercollegiate Athletics  
B.S., University of Illinois
- Dennis S. Rogers (1982)**  
Lecturer, Department of Art  
M.S., Illinois State University

**Thomas J. Romance (1981)**

Faculty Associate in Metcalf Elementary School  
M.Ed., The University of Arizona

**Judith A. Roof (1984)**

Assistant Professor, Department of English  
J.D., The Ohio State University

**Carol G. Ropp (1978)**

Faculty Associate in University High School  
B.S., University of Illinois

**Melissa A. Rosebery (1981)**

Assistant Director, Office of Admissions and  
Records

B.S., Illinois State University

**Stephen E. Rosenbaum (1971)**

Acting Chairperson, Department of Foreign  
Languages  
Assistant Professor, Department of Philosophy

Ph.D., University of Illinois

**Paul E. Rosene (1967)**

Professor, Department of Music  
Ed.D., University of Illinois

**Andrew T. Ross (1984)**

Assistant Professor, Department of English  
Ph.D., The University of Canterbury Kent

**Karen A. Roth (1982)**

Assistant Director, Office of Residential Life  
M.Ed., Trenton State College

**Otis S. Rothenberger (1981)**

Associate Professor, Department of Chemistry  
Ph.D., University of Delaware

**Brisbane P. Rouzan, Jr. (1981)**

Assistant to the Provost  
Adjunct Instructor, Department of Educational  
Administration and Foundations

M.A., Atlanta University

**Eugene R. Rozanski (1976)**

Professor, Department of Accounting  
Ph.D., Louisiana State University; C.P.A.; C.M.A.

**Mary A. Rozum (1950)**

Assistant Professor, Department of Curriculum  
and Instruction (Metcalf Elementary School)

M.S. in Ed., University of Illinois

**Myron E. Rubnitz (1980)**

Adjunct Professor, Department of Health Sciences  
M.D., University of Nebraska College of Medicine

**Linda A. Rudolph (1984)**

Counselor, Student Judicial Office  
M.S., Indiana State University

**Robert E. Rumery (1964)**

Associate Professor, Department of Psychology  
Ph.D., University of Illinois

**Heinz B. Russelmann (1976)**

Director, Environmental Health Program  
Assistant Professor, Department of Health  
Sciences

M.P.H., The University of Michigan

**Russell Rutter (1977)**

Associate Professor, Department of English  
Ph.D., The University of Wisconsin-Madison

**Thomas L. Ruud (1962)**

Administrative Assistant to the Dean of  
the College of Fine Arts  
M.S., The University of Wisconsin

**J. William Rytle (1979)**

Associate Professor, Department of Theatre  
M.F.A., Illinois State University

**Carol E. Rydberg (1984)**

Instructor, Department of Mathematics  
M.S. Ed., Illinois State University

**Howard H. Rye (1957)**

Professor, Department of Music  
Ed.D., Columbia University

**Jacqueline J. Salome (1971)**

Coordinator, Office of Clinical  
Experiences and Certification Processes

M.S. in Ed., Illinois State University

**Richard A. Salome (1970)**

Professor, Department of Art  
Ed.D., Stanford University

**Karen F. Sams (1977)**

Faculty Associate in University High School  
M.A., Illinois State University

**Bonnie M. Sanders (1984)**

Faculty Assistant, Department of Biological  
Sciences

M.S., Western Michigan University

**Dean E. Sanders (1981)**

Associate Professor, Department of Applied  
Computer Science

Ph.D., Michigan State University

**Glen R. Sanderson (1981)**

Professor, Department of Accounting  
Ph.D., Michigan State University; C.P.A.

**Sharon R. Sargent (1983)**

Coordinator, Office of Residential Life  
M.Ed., The University of Georgia

**Sue A. Satisfield (1980)**

Faculty Associate in University High School  
B.S., Saint Paul's College

**David A. Scanlan (1981)**

Assistant Professor, Department of Applied  
Computer Science

Ed.D., Northern Illinois University

**Keely Scanlan (1983)**

Instructor, Department of Applied Computer  
Science

M.M., Illinois State University

**Willie H. Scarborough (1975)**

Instructor, Department of Specialized  
Educational Development

M.S., The University of Chicago

**Regina F. Schaad (1983)**

Faculty Associate in Laboratory Schools Special

Education

B.S. Ed., Illinois State University

**Markham B. Schack (1983)**

Assistant Professor, Department of Industrial

Technology

Ed.D., Oklahoma State University

**Edward L. Schapsmeier (1966)**

Distinguished Professor, Department of History

Ph.D., University of Southern California

**David C. Scharf (1984)**

Assistant Professor, Department of Philosophy

M.A., The Johns Hopkins University

**Jean Scharfenberg (1966)**

Professor, Department of Theatre

Ph.D., The University of Wisconsin

**Maurice A. Scharton (1977)**

Assistant Professor, Department of English

Ph.D., Kansas State University

**Michael D. Schermer (1974)**

Director of Student Life and Programs

Assistant to Vice President of Student Affairs

M.S. Ed., Illinois State University

**Thomas W. Schiebel (1979)**

Research Consultant in Research Consulting  
Service

Ph.D., The University of Rochester

**Mark E. Schildt (1981)**

Faculty Associate in Laboratory Schools

Special Education

B.S. Ed., Illinois State University

**Lorinda S. Schiller (1980)**

Adjunct Assistant Professor, Department of

Health Sciences

M.Ed., University of Illinois

**Patricia L. Schirmer (1984)**

Adjunct Lecturer, Department of Health Sciences

B.S., Saint Louis University

**Leonard W. Schmalz (1974)**

Associate Professor, Department of Psychology

Ph.D., The University of Michigan

**Carly A. Schmidt (1984)**

Lecturer, Department of Agriculture

B.S., Illinois State University

**Keith E. Schmidt (1983)**

Assistant Men's Cross Country, Track and Field

Coach, Intercollegiate Athletics

M.A., University of Northern Iowa

**Raymond L. Schmitt (1968)**

Professor, Department of Sociology, Anthropology

and Social Work

Ph.D., The University of Iowa

**Joyce E. Schmucker (1980)**

Lecturer, Department of Health Sciences

B.S., Illinois State University

**Mark A. Schmucker (1982)**

Instructor, Department of Health, Physical

Education, Recreation and Dance

M.A., Western Michigan University

**Judith W. Schnaitter (1981)**

Counselor, Student Counseling Center

M.A., University of Minnesota

**Kathleen A. Schniedwind (1976)**

Women's Athletic Trainer, Intercollegiate

Athletics

M.S., Indiana University

**Bernard C. Schoby (1984)**

Lecturer, Department of Applied Computer Science

B.S., Illinois State University

**Max Schoenfeld (1971)**

Professor, Department of Music

B.M., Manhattan School of Music

**Thomas R. Schori (1982)**

Instructor, Department of Management and

Marketing

Ph.D., University of South Dakota

**Juergen M. Schroeder (1969)**

Professor, Department of Physics

Ph.D., Cornell University

**John R. Schubert (1984)**

Director, Training and Volunteers, Illinois

Special Olympics

B.S., University of Illinois

**Peter F. Schuetz (1963)**

Associate Professor, Department of Music

M.M., University of Illinois

**Richard V. Schuler (1984)**

Executive Director, Illinois Principals

Leadership Academy, Department of Educational

Administration and Foundations

M.S. Ed., Illinois State University

**Vanette M. Schwartz (1976)**

Assistant Librarian

Assistant Professor of Library Science

A.M.L.S., The University of Michigan

M.A., University of Illinois

**Christ F. Schwelle (1968)**

Director of the Bone Student Center and Braden

Auditorium

M.S. in Ed., Eastern Illinois University

**Janis M. Scott (1984)**

Instructor, Department of Music

M.U. Ed., Illinois State University

**Jimmy D. Scott (1957)**

Professor, Department of Health, Physical

Education, Recreation, and Dance (University

High School)

Ed.D., University of Missouri

**Peggy E. Scott (1974)**

Faculty Associate in University High School

B.A., Illinois State University

**Phoebe M. Scott (1966)**

Professor, Department of Health, Physical

Education, Recreation, and Dance

Ph.D., The University of Iowa

**William L. Scott (1984)**

Chairperson, Department of Finance and Law

Professor, Department of Finance and Law

Ph.D., University of Houston

**Thomas K. Seagrist (1959)**

Professor, Department of Geography-Geology

Ph.D., University of Illinois

**Myra L. Secoy (1983)**

Acting Assistant Librarian

Assistant Professor of Library Science

M.S.L.S., University of Illinois

**Margarete A. Seibel (1972)**

Assistant Librarian

Assistant Professor of Library Science

M.A.L.S., Rosary College

**Gay E. Semanek (1982)**

Instructor, Department of Speech Pathology and

Audiology

M.S.T., The University of Wisconsin-Whitewater

**William D. Semlak (1974)**

Associate Professor, Department of Communication

Ph.D., University of Minnesota

**Linnea I. Sennott (1980)**

Associate Professor, Department of Mathematics

Ph.D., Carnegie-Mellon University

**Carlos Serrato (1984)**

Admissions Counselor, Office of Admissions

and Records

M.A. Ed., Western Kentucky University

**Dorothy M. Sessions (1980)**

Instructor, Department of Specialized Educational

Development

M.Ed., University of Illinois

**Kyle C. Sessions (1967)**

Associate Professor, Department of History

Ph.D., The Ohio State University

**Dilip T. Shah (1984)**

Assistant Professor, Department of Industrial

Technology

Ph.D., Texas A & M University

**Marguerite Shane (1978)**

Assistant Professor, Department of Business Education and Administrative Services  
Ed.D., The University of Nebraska at Lincoln

**Katherine V. Shaw (1968)**

Assistant Librarian  
Assistant Professor of Library Science  
Ed. Spec., Western Michigan University

**Stephanie J. Shaw (1984)**

Assistant Professor, Department of History  
M.A., The Ohio State University

**Margaret H. Shaw-Baker (1979)**

Assistant Professor, Department of Curriculum and Instruction  
Ph.D., The University of Oklahoma

**Michael B. Shelly (1965)**

Assistant Professor, Department of Communication  
Ph.D., Southern Illinois University

**Fred D. Shelton (1982)**

Assistant to Program Director, Department of Military Science

**Theresa K. Shepton (1982)**

Faculty Associate in Metcalf Elementary School  
M.S.Ed., Western Illinois University

**John C. Shields (1979)**

Assistant Professor, Department of English  
Ph.D., The University of Tennessee

**Thomas W. Shilgalis (1967)**

Associate Professor, Department of Mathematics  
Ph.D., University of Illinois

**Joel W. Shincult (1980)**

Counselor, Special Services for Disadvantaged Students

M.A., Atlanta University

**Susan K. Shoemaker (1982)**

Instructor, Department of Sociology, Anthropology and Social Work

B.A., Bryn Mawr

**Janet D. Shook (1981)**

Acting Director, Conferences and Institutes, College of Continuing Education and Public Service

M.A., The University of Iowa

**Murray M. Short (1964)**

Assistant Professor, Department of Curriculum and Instruction (Metcalf Elementary School)

M.A., George Peabody College for Teachers

**Sol Shulman (1969)**

Professor, Department of Chemistry  
Ph.D., North Dakota State University

**James D. Shulze (1982)**

Assistant Professor, Department of Military Science

B.B.A., New Mexico State University

**Stanley B. Shuman (1960)**

Assistant Vice President for Physical Planning and Operations

Professor, Department of Geography-Geology

Ph.D., University of Illinois

**Tina M. Shutler (1984)**

Instructor, Department of Mathematics

M.S. Ed., Illinois State University

**Mark Siderits (1980)**

Assistant Professor, Department of Philosophy

Ph.D., Yale University

**Herbert C. Sieg (1966)**

Associate Professor, Department of Accounting

M.A.S., University of Illinois; C.P.A.

**Paul Siegel (1984)**

Assistant Professor, Department of Communication

Ph.D., Northwestern University

**Simone Silberman (1980)**

Adjunct Professor, Department of Health Sciences

M.D., Medical School, Cairo University (Egypt)

**L. Moody Simms, Jr. (1967)**

Professor, Department of History

Ph.D., University of Virginia

**Herman J. Simon (1973)**

Associate Director of Admissions, Office of Admissions and Records

M.S. in Ed., Illinois State University

**Kathleen E. Simons (1984)**

Area Coordinator, Office of Residential Life

M.A., The University of Kansas

**Ram D. Singh (1981)**

Professor, Department of Economics

Ph.D., Indian Agricultural Research Institute

**John J. Sipes (1983)**

Assistant Professor, Department of Theatre

M.F.A., Indiana University

**Neil T. Skaggs (1979)**

Assistant Professor, Department of Economics  
Ph.D., Duke University

**Arnold A. Slan (1967)**

Professor, Department of Curriculum and Instruction

Ed.D., Indiana University

**Gene F. Smidley (1982)**

Instructor, Department of Communication  
M.S., Columbia University

**Beverly A. Smith (1983)**

Assistant Professor, Department of Criminal Justice Sciences

Ph.D., Miami University (Ohio)

**Kathryn L. Smith (1984)**

Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University

**Kathryn W. Smith (1974)**

Professor, Department of Home Economics  
Ed.D., University of Illinois

**Michael R. Smith (1982)**

Assistant Professor, Department of Health Sciences

M.S.E.H., East Tennessee State University

**Paula J. Smith (1980)**

Assistant Professor, Department of Specialized Educational Development

Ph.D., University of Illinois

**Ralph L. Smith (1959)**

Professor, Department of Communication  
Ph.D., The University of Wisconsin

**Robert R. Smith (1966)**

Assistant Professor, Department of Management and Marketing

M.S., Illinois State University

**Susan L. Smith (1981)**

Coordinator, Field Placement

Assistant Professor, Department of Sociology, Anthropology and Social Work

M.S.W., The University of Tennessee

**Terrence O. Smith (1978)**

Assistant Men's Basketball Coach, Intercollegiate Athletics

B.S., Marian College

**Judith J. Smithson (1967)**

Coordinator, Services for the Handicapped  
Ed.D., Illinois State University

**Walter J. Smoski (1984)**

Assistant Professor, Department of Speech Pathology and Audiology

Ph.D., University of Illinois

**Patricia L. Snoyer (1982)**

Assistant Professor, Department of Theatre  
M.F.A., Arizona State University

**Robert Sokan (1969)**

Assistant Librarian

Associate Professor of Library Science

M.S., University of Illinois

**Linda M. Sorrells (1965)**

Assistant Professor, Department of Health, Physical Education, Recreation and Dance

M.S., University of Illinois

M.A., Sangamon State University

**Lucy L. Spalding (1983)**

Instructor, Department of Finance and Law  
J.D., Illinois Institute of Technology

**Frank W. Spanbauer (1977)**

Director of Non-Credit Programs, College of Continuing Education and Public Service

Ph.D., Walden University (Florida)

**Marie B. Sparks (1981)**

Faculty Assistant, Department of Chemistry

Ph.D., Illinois State University

**Dixie L. Sparrow (1984)**

Instructor, Department of Management and Marketing

M.B.A., Mankato State University

**Mary R. Speers (1984)**

Instructor, Department of Curriculum and Instruction

M.Ed., University of Illinois

**Robert D. Speiser (1974)**

Professor, Department of Mathematics

Ph.D., Cornell University

**Karyn L. Spelde (1984)**

Lecturer, Department of Applied Computer Science

B.S., Illinois State University

**Lawrence E. Spence (1970)**

Associate Professor, Department of Mathematics

Ph.D., Michigan State University

**Charles T. Spencer (1972)**

Chairperson, Department of Health Sciences  
Associate Professor, Department of Health Sciences

Sciences  
Ph.D., Southern Illinois University

**Linda B. Sprechman (1984)**

Instructor, Department of Curriculum and Instruction

M.A., Roosevelt University

**Carl P. E. Springer (1984)**

Assistant Professor, Department of Foreign Languages

Ph.D., The University of Wisconsin

**Judith E. Stalling (1984)**

Instructor, Department of Speech Pathology and Audiology

M.A., Bradley University

**Eric T. Staniek (1983)**

Assistant Men's Football Coach, Intercollegiate Athletics

B.S., University of Oregon

**Keith E. Stearns (1973)**

Professor, Department of Specialized Educational Development

Ed.D., Indiana University

**E. Robert Stell (1966)**

Professor, Department of Art

M.S., Southern Illinois University

**Linda D. Stell (1980)**

Instructor, Department of Curriculum and Instruction

Ed.D., University of Illinois

**Karl H. Stein (1984)**

Visiting Professor, Department of Management and Marketing

Ph.D., New York University

**C. Louis Steinburg (1959)**

Professor, Department of Art

M.S. in Ed., Southern Illinois University

**Lawrence M. Steiner (1982)**

Assistant Professor, Department of Military Science

B.S. in Bus., University of Minnesota

**Robert M. Steinman (1983)**

Assistant Professor, Department of Philosophy

Ph.D., Michigan State University

**F. Ann Stemm (1979)**

Assistant Professor, Department of Home Economics

Ph.D., The Ohio State University

**Karen J. Stephens (1976)**

Director, Child Care Center

Instructor, Department of Home Economics

M.S. in Ed., Illinois State University

**Myrna L. Stephens (1968)**

Assistant Professor, Department of Health, Physical Education, Recreation and Dance

M.S. in P.E., The University of North Carolina

**S. Joann Stephens (1964)**

Assistant Professor, Department of Specialized Educational Development

M.S., The University of Tennessee

**Herold S. Stern (1971)**

Associate Professor, Department of Educational Administration and Foundations

Ph.D., New York University

**Brandi K. Stevens (1982)**

Assistant Professor, Department of Economics

Ph.D., University of California at Riverside

**Michael J. Stevens (1981)**

Assistant Professor, Department of Psychology

Ph.D., University of Missouri-Columbia

**Dianne M. Stevenson (1980)**

Faculty Associate in Metcalf Elementary School

B.S. in Ed., Illinois State University

**Gerald R. Stevenson (1977)**

Professor, Department of Chemistry

Ph.D., Texas A & M University

**Laura D. Stewart (1983)**

Academic Advisor, Office of Academic Advisement

B.S. Ed., Central Michigan University

**Rachelle Stewart (1984)**

Adjunct Lecturer, Department of Health Sciences

B.S., Illinois State University

**Kenneth W. Stier (1991)**

Instructor, Department of Industrial Technology

M.S., The University of Wisconsin-Stout

**Shelley L. Stillwell (1980)**

Assistant Professor, Department of Philosophy

Ph.D., Purdue University

- George C. Stimeling (1982)**  
Adjunct Associate Professor, Department of Educational Administration and Foundations  
Ed.D., Indiana University
- Janet P. Stivers (1981)**  
Academic Advisor, Office of Academic Advisement  
M.S. in Ed., Illinois State University
- Richard A. Stivers (1970)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Southern Illinois University
- Charles F. Stokes, Jr. (1974)**  
Assistant Professor, Department of Music  
M.M., Indiana University
- John T. Stovall (1984)**  
Instructor, Department of English  
M.A., University of Illinois at Chicago Circle
- Mark Edward Stover (1984)**  
Assistant Professor, Department of Economics  
Ph.D., Washington University in St. Louis
- David A. Strand (1978)**  
Vice President and Provost  
Professor, Department of Educational Administration and Foundations  
Ed.D., Indiana University
- Kenneth H. Strand (1970)**  
Associate Professor, Department of Educational Administration and Foundations  
Ph.D., The University of Iowa
- Kristina M. Straub (1981)**  
Assistant Professor, Department of English  
Ph.D., Emory University
- C. Edward Streeter (1967)**  
Professor, Department of Communication  
Ph.D., Michigan State University
- Edward F. Stuart (1979)**  
Assistant Professor, Department of Economics  
Ph.D., The University of Oklahoma
- Norma J. Stumbo (1984)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.S., University of Missouri
- Stephen R. Stumpf (1984)**  
Assistant Professor, Department of Industrial Technology  
Ph.D., Illinois State University
- Michael D. Sublett (1970)**  
Chairperson, Department of Geography-Geology  
Associate Professor, Department of Geography-Geology  
Ph.D., The University of Chicago
- Frank Suggs, Jr. (1969)**  
Associate Professor, Department of Music  
M. Mus. Ed., The University of Arizona
- Jurgen P. Suh (1970)**  
Associate Professor, Department of Art  
M.A., Illinois State University
- Marygrace Surma (1980)**  
Coordinator, Office of Clinical Experiences and Certification Processes  
M.S. in Ed., Illinois State University
- Michael W. Surma (1976)**  
Faculty Associate in University High School  
M.S. in Ed., Illinois State University
- Robert D. Sutherland (1964)**  
Professor, Department of English  
Ph.D., The University of Iowa
- Paul M. Swamidas (1983)**  
Assistant Professor, Department of Management and Marketing  
Ph.D., University of Washington
- Ronald D. Swan (1983)**  
Director, Public Safety  
M.A., Webster University
- Nanette K. Swanson (1982)**  
Faculty Associate in Laboratory Schools Special Education  
B.S.Ed., Illinois State University
- Gary M. Sween (1984)**  
Assistant Professor, Department of Sociology, Anthropology, and Social Work  
Ph.D., Michigan State University
- Mark E. Swerdlik (1977)**  
Associate Professor, Department of Psychology  
Ph.D., Michigan State University
- Shirl Swinton (1983)**  
Coordinator, Office of Residential Life  
M. Ed., South Carolina State College
- Gholamreza Talebrajabi (1984)**  
Coordinator, Office of Residential Life  
M.A., Eastern Michigan University
- Joe E. Talkington (1962)**  
Professor, Department of Industrial Technology  
Ed.D., University of Northern Colorado
- Linda S. Tamburini (1984)**  
Adjunct Lecturer, Department of Health Sciences  
B.S., Illinois State University
- Arnold R. Tammer (1980)**  
Adjunct Professor, Department of Health Sciences  
M.D., The University of Iowa
- J. Curtis Tannahill (1963)**  
Director, Speech and Hearing Clinic  
Professor, Department of Speech Pathology and Audiology  
Ph.D., The University of Kansas
- John R. Tannura (1984)**  
Lecturer, Department of Communication  
B.S., Southern Illinois University
- Pamela B. Tannura (1976)**  
Associate Professor, Department of Art  
M.F.A., Rochester Institute of Technology
- Carol A. Tarr (1983)**  
Instructor, Department of English  
M.A., Illinois State University
- Rodger L. Tarr (1969)**  
Professor, Department of English  
Ph.D., University of South Carolina
- Patrick Tarrant (1963)**  
Professor, Department of Foreign Languages  
Ed.D., Columbia University
- George F. Taseff, Jr. (1982)**  
Assistant Professor, Department of Criminal Justice Sciences  
J.D., Southern Illinois University at Carbondale
- Vicki L. Tate (1983)**  
Assistant Librarian  
Instructor in Library Science  
M.S., University of Illinois
- Carolynn M. Taylor (1984)**  
Instructor, Department of Health, Physical Education, Recreation and Dance  
M.S., Illinois State University
- Carroll A. Taylor (1978)**  
Associate Professor, Department of Accounting  
Ph.D., Illinois State University; C.P.A.; C.D.P.
- Donna J. Taylor (1980)**  
Assistant Director of Intercollegiate Athletics for Operations  
M.S., Illinois State University
- Fred A. Taylor (1974)**  
Professor, Department of Curriculum and Instruction  
Ph.D., Purdue University
- Marc E. Taylor (1984)**  
Counselor, Student Counseling Center  
Ph.D., Southern Illinois University
- Susan R. Taylor (1977)**  
Acting Coordinator, Clinical Experiences and Certification Processes  
Instructor, Department of Curriculum and Instruction  
M.S., Illinois State University
- Tae-Hao Tcheng (1969)**  
Assistant Director, Institutional Research  
Associate Professor, Department of Communication  
Ph.D., The University of Iowa
- Tee-Kia Tcheng (1968)**  
Director of Computer Services and Information Technology  
Associate Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., The University of Iowa
- David R. Tell (1974)**  
Associate Professor, Department of Art  
M.F.A., Alfred University
- Marsha P. Tell (1977)**  
Consultant, Area Service Center for Gifted in the Office of Research, Development, and Field Services  
M.Ed., Florida Atlantic University
- Minnette D. Terlep (1980)**  
Adjunct Lecturer, Department of Health Sciences
- Cynthia T. Terry (1981)**  
Assistant Professor, Department of Specialized Educational Development  
Ed.D., Illinois State University
- Teresa A. Thacker (1983)**  
Faculty Associate in Laboratory Schools Special Education  
Faculty Assistant, Department of Speech, Pathology and Audiology  
M.S., Illinois State University
- Barbara S. Thake (1980)**  
Faculty Associate in Laboratory Schools Special Education  
B.A., Western Michigan University
- Melvin E. Thake (1977)**  
Faculty Associate in Metcalf Elementary School  
M.S., Illinois State University
- Manhar P. Thakore (1968)**  
Assistant Librarian  
Associate Professor of Library Science  
M.S., University of Illinois
- Harry A. Thiel (1976)**  
General Manager of the Vidette  
Lecturer, Department of Communication  
B.S., Southern Illinois University
- Virginia C. Tholen (1977)**  
Lecturer, Department of Health Sciences  
B.S., University of Illinois
- Clayton F. Thomas (1964)**  
Acting Assistant Dean of Graduate School  
Professor, Department of Educational Administration and Foundations  
Ph.D., The University of Iowa
- Gayle S. Thomas (1982)**  
Adjunct Lecturer, Department of Health, Physical Education, Recreation and Dance  
B.A., Hope College
- Janice Thomas (1984)**  
Counselor, Student Counseling Center  
Assistant Professor, Department of Psychology  
Ph.D., Virginia Commonwealth University
- Shaler Thomas (1969)**  
Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., Michigan State University
- L. Jane Thomley (1980)**  
Faculty Associate in Metcalf Elementary School  
B.F.A., Illinois Wesleyan University
- Nancy B. Thomley (1967)**  
Assistant Professor, Department of Speech Pathology and Audiology  
M.S., Illinois State University
- Charles F. Thompson (1978)**  
Associate Professor, Department of Biological Sciences  
Ph.D., Indiana University
- June E. Thompson (1984)**  
Faculty Assistant, Department of Finance and Law  
B.S., Illinois State University
- Lucanne Thompson (1969)**  
Faculty Associate in University High School  
M.Ed., University of Arkansas
- Carol A. Thornton (1974)**  
Professor, Department of Mathematics  
Ph.D., Indiana University
- Cherry R. Tieman (1982)**  
Assistant Professor, Department of Sociology, Anthropology and Social Work  
Ph.D., University of Kentucky
- Linda L. Timm (1972)**  
Director, Student Judicial Office  
M.S. in Ed., Illinois State University
- Mark C. Timmons (1982)**  
Assistant Professor, Department of Philosophy  
Ph.D., The University of Nebraska-Lincoln
- Shailene K. Tipnis (1984)**  
Assistant Professor, Department of Mathematics  
M.S., Cornell University
- Phyllis Tischhauser (1984)**  
Faculty Associate in Laboratory Schools Special Education  
B.S., Illinois State University
- Barbara T. Todd (1980)**  
Assistant Director, Alumni and Parent Services  
M.S., Illinois State University
- Leon W. Toepke (1972)**  
Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Naty M. Tolentino (1983)**  
Staff Physician, Student Health Service  
M.D., University of Santo Tomas (Philippines)

**William L. Tolone (1970)**

Associate Professor, Department of Sociology,  
Anthropology and Social Work  
Ph.D., The University of Tennessee

**Jim N. Tone (1963)**

Professor, Department of Biological Sciences  
Ph.D., Iowa State University

**George A. Torres (1983)**

Instructor, Department of Curriculum and  
Instruction

M.S. in Ed., Southern Illinois University

**Margaret M. Torrey (1972)**

Staff Physician, Student Health Service  
M.D., Northwestern University

**Naomi W. Towner (1965)**

Professor, Department of Art  
M.F.A., Rochester Institute of Technology

**Robert B. Townsend (1967)**

Assistant Librarian  
Associate Professor of Library Science  
M.S., University of Illinois

**Charlene S. Trappe-Black (1984)**

Faculty Associate in Laboratory Schools Special  
Education

B.S., Illinois State University

**Donna K. Trautman (1984)**

Instructor, Department of Industrial Technology  
M.Ed., Bowling Green State University

**Roy C. Treadway (1977)**

Associate Professor, Department of Sociology,  
Anthropology and Social Work

Ph.D., The University of Michigan

**Deborah L. Trissel (1982)**

Faculty Associate in Laboratory Schools Special  
Education

M.S.Ed., The University of Kansas

**Linda S. Troman (1984)**

Assistant Professor, Department of Business  
Education and Administrative Services

Ed.D., University of Illinois

**Anne Troy (1984)**

Assistant Professor, Department of Curriculum  
and Instruction

Ph.D., The University of Iowa

**William E. Troyer (1984)**

Lecturer, Department of Agriculture  
B.S., Illinois State University

**Wayne O. Truex (1957)**

Professor, Department of Health, Physical  
Education, Recreation, and Dance

Ed.D., University of Utah

**Joseph C. Tsang (1968)**

Professor, Department of Chemistry  
Ph.D., The University of Oklahoma

**Benny F. Tucker (1977)**

Associate Professor, Department of Mathematics  
Ph.D., University of Illinois

**David L. Tucker (1979)**

Associate Professor, Department of Specialized  
Educational Development

Ph.D., University of Illinois

**Marilyn L. Turner (1983)**

Business--Major Advisor  
B.S. Ed., Illinois State University

**Ralph T. Turner (1976)**

Assistant Professor, Department of Political  
Science

J.D., University of Illinois

**Robert T. Tussing (1968)**

Professor, Department of Accounting  
Ph.D., The University of Texas; C.P.A.; C.D.P.

**George E. Tuttle (1976)**

Acting Chairperson, Department of Communication  
Associate Professor, Department of Communication

Ph.D., University of Illinois

**Dorothy J. Tyler (1984)**

Instructor, Department of Health Sciences  
M.A., Governors State University

**Mary Lou Tyner (1982)**

Faculty Associate in Laboratory Schools Special  
Education

M.S., The University of Wisconsin-Stout

**Vanijumparambath K. Unni (1980)**

Acting Chairperson, Department of Management  
and Marketing

Professor, Department of Management and  
Marketing

D.B.A., Louisiana Tech University

**Diane F. Urey (1981)**

Associate Professor, Department of Foreign  
Languages

Ph.D., The Johns Hopkins University

**Charlotte S. Vacano (1983)**

Assistant Professor, Department of Music  
M.M., Indiana University

**Ethel D. VanCleve (1984)**

Faculty Assistant, Department of Curriculum and  
Instruction

B.A., Harris Teacher College

**Charles L. Vanden Eynden (1969)**

Professor, Department of Mathematics  
Ph.D., University of Oregon

**Joan B. Vanden Eynden (1978)**

Instructor, Department of Mathematics  
M.S., Miami University

**Edene R. Vanderbeck (1966)**

Associate Professor, Department of Health,  
Physical Education, Recreation and Dance

Ph.D., University of Oregon

**Donald D. Van Fossan (1980)**

Adjunct Professor, Department of Health Sciences  
M.D., The University of Texas

**Carson H. Varner (1975)**

Professor, Department of Finance and Law  
J.D., The University of Oklahoma

**Iris I. Varner (1976)**

Professor, Department of Business Education  
and Administrative Services

Ph.D., The University of Oklahoma

**Wilbur R. Venerable (1963)**

Director, Office of Admissions and Records  
Associate Professor, Department of Curriculum  
and Instruction

Ph.D., Southern Illinois University

**Thomas P. Venturi (1982)**

Assistant Men's Football Coach, Intercollegiate  
Athletics

M.A., Northwestern University

**Joel G. Verner (1967)**

Professor, Department of Political Science  
Ph.D., The University of Kansas

**Walter M. Vernon (1963)**

Professor, Department of Psychology  
Ph.D., Washington University

**Mark S. Victor (1981)**

Faculty Associate in University High School  
and Metcalf Elementary School

M.M.Ed., Illinois State University

**Jane D. Vogel (1981)**

Faculty Associate in Laboratory Schools  
Special Education

M.S., Duke University

**Nancy R. Vogel (1980)**

Adjunct Lecturer, Department of Health Sciences  
B.S., Arizona State University

**Frank O. Volle (1978)**

Associate Professor, Department of Psychology  
Ph.D., University of Denver

**Frank C. Vybird (1971)**

Professor, Department of Theatre  
M.F.A., The University of Texas at Austin

**Margaret C. Waimon (1962)**

Assistant Professor, Department of Psychology  
Ph.D., University of Illinois

**Morton D. Waimon (1961)**

Professor, Department of Curriculum and  
Instruction

Ed.D., Columbia University

**Mark S. Walbert (1984)**

Assistant Professor, Department of Economics  
M.A., Sangamon State University

**Louise U. Walder (1981)**

Faculty Associate in Laboratory Schools  
Special Education

M.A., University of Illinois

**Jerry R. Walker (1982)**

Assistant Professor, Department of Theatre  
M.F.A., Southern Methodist University

**Julia M. Walker (1982)**

Assistant Professor, Department of English  
Ph.D., Purdue University

**Lawrence D. Walker (1969)**

Professor, Department of History  
Ph.D., University of California at Berkeley

**Paul M. Walker (1980)**

Associate Professor, Department of Agriculture  
Ph.D., University of Illinois

**Geneva M. Walker-Johnson**

Assistant Director, Office of Residential Life  
M.A., University of Northern Colorado

**David C. Wallace (1984)**

Assistant Professor, Department of Applied  
Computer Science

**M.Ed., University of Illinois****Robert H. Walsh (1964)**

Chairperson, Department of Sociology,  
Anthropology, and Social Work

Professor, Department of Sociology,

Anthropology and Social Work

Ph.D., The University of Iowa

**Mary Kay Walston (1984)**

Faculty Associate in Laboratory Schools Special  
Education

B.S., Illinois State University

**Anne Bevency Walter (1963)**

Associate Professor, Department of Art

M.S., Illinois State University

**William D. Walters (1969)**

Associate Professor, Department of Geography,  
Geology

Ph.D., Indiana University

**Peter Y. Wang (1972)**

Associate Professor, Department of Health,  
Physical Education, Recreation, and Dance

Ph.D., The University of New Mexico

**George P. Warren (1960)**

Assistant Professor, Department of Applied  
Computer Science

M.S., University of Illinois

**William L. Warren (1969)**

Associate Director, Student Health Service  
University of Maryland, University of Kansas  
City, Roosevelt University

**Karen E. Washington (1984)**

Counselor, Student Counseling Center  
M.A., Wayne State University

**Lloyd I. Watkins (1977)**

President of the University

Professor, Department of Communication  
Ph.D., The University of Wisconsin-Madison

**James W. Webb (1978)**

Associate Professor, Department of Chemistry  
Ph.D., The University of Michigan

**Yvette A. Webber-Davis (1984)**

Assistant Director, Reading/Study Skills Center  
M.S. in Ed., Illinois State University

**Anita H. Webb-Lupo (1979)**

Assistant Provost and Director of Summer Session  
Associate Professor, Department of Home  
Economics

Ed.D., The University of Tennessee-Knoxville

**David F. Weber (1967)**

Professor, Department of Biological Sciences  
Ph.D., Indiana University

**Richard W. Webster (1980)**

Instructor, Department of Specialized  
Educational Development

M.A., Western Michigan University

**Roberta R. Weddig (1979)**

Assistant Professor, Department of Specialized  
Educational Development and Department of  
Educational Administration and Foundations

Ed.D., Illinois State University

**Gary D. Weede (1970)**

Professor, Department of Industrial Technology  
Ph.D., Iowa State University

**Alan I. Weintraub (1975)**

Assistant Professor, Department of Political  
Science

J.D., University of Illinois

**James E. Weinzierl (1981)**

Instructor, Department of Sociology,  
Anthropology and Social Work

M.S., Illinois State University

**Milton E. Weisbecker (1963)**

Professor, Department of Health, Physical  
Education, Recreation and Dance

Ed.D., Syracuse University

**Ralph A. Weisheit (1982)**

Assistant Professor, Department of Criminal  
Justice Sciences

Ph.D., Washington State University

**Alan W. Weith (1965)**

Program Coordinator, College of Continuing  
Education and Public Service

- Assistant Professor, Department of Health, Physical Education, Recreation and Dance M.S. in Ed., Eastern Illinois University**
- Roger B. Weller (1965)**  
Associate Professor, Department of Health Sciences  
Ph.D., University of Illinois
- Denise B. Welter (1980)**  
Instructor, Department of Specialized Educational Development  
M.S. Ed., National College of Education
- J. June Wennerstrom (1969)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.S. in Ed., Illinois State University
- John H. Wesle (1952)**  
Assistant Professor, Department of Art  
M.A., Case Western Reserve University
- Carol A. Wesolik (1984)**  
Faculty Associate in Laboratory Schools Special Education  
M.S., Illinois State University
- Douglas X. West (1975)**  
Chairperson, Department of Chemistry  
Professor, Department of Chemistry  
Ph.D., Washington State University
- Susan A. Westbury (1982)**  
Assistant Professor, Department of History  
Ph.D., University of Illinois
- David H. Westhoff (1984)**  
Assistant Professor, Department of Health, Physical Education, Recreation and Dance  
M.F.A., University of California at Irvine
- Patricia M. Whikehart (1966)**  
Associate Professor, Department of Music  
D.M.A., The University of Iowa
- Rick C. Whitacre (1977)**  
Associate Professor, Department of Agriculture  
Ph.D., University of Illinois
- Richard O. Whitcomb (1974)**  
Professor, Department of Foreign Languages  
Ph.D., Stanford University
- Charles A. White (1957)**  
Dean of the Graduate School  
Professor, Department of Communication  
Ph.D., The University of Wisconsin
- Curt M. White (1980)**  
Assistant Professor, Department of Applied Computer Science  
M.A., Wayne State University
- Curtis K. White (1980)**  
Assistant Professor, Department of English  
Ph.D., The University of Iowa
- Mariela White (1979)**  
Adjunct Instructor, Department of Sociology, Anthropology and Social Work  
M.S.W., University of Illinois
- Ray L. White (1968)**  
Professor, Department of English  
Ph.D., University of Arkansas
- James V. Whitman (1972)**  
Head Tennis Coach, Intercollegiate Athletics  
M.S., Illinois State University
- Peter Whitmer (1969)**  
Assistant Director, Development for Planned Giving  
University of Illinois, Illinois Wesleyan University
- David T. Wiant (1974)**  
Assistant Vice President for Administrative Services, Director of Personnel  
B.S., Western Michigan University
- Leah M. Wilcox (1972)**  
Associate Professor, Department of English  
Ed.D., University of Southern California
- Valerie J. Wilford (1969)**  
Assistant Professor, Department of Communication  
M.S., University of Illinois
- Dan L. Wilhelm (1982)**  
Assistant Professor, Department of Theatre  
M.F.A., Ohio University
- Linda S. Wilkins (1977)**  
Faculty Associate in Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Brian J. Wilkinson (1979)**  
Associate Professor, Department of Biological Sciences  
Ph.D., University of Sheffield (United Kingdom)
- Christie A. Williams (1980)**  
Business--Major Advisor  
B.S., Illinois State University
- Macon L. Williams (1968)**  
Associate Professor, Department of Psychology  
Ph.D., The Ohio State University
- Patricia G. Williams (1984)**  
Acting Coordinator, Office of Residential Life  
B.A., Bennett College
- Barbara A. Wilmot (1974)**  
Assistant Professor, Department of Mathematics  
Ph.D., University of Illinois
- Beverly D. Wilson (1963)**  
Professor, Department of Health, Physical Education, Recreation and Dance  
Ph.D., The Ohio State University
- Deborah A. Wilson (1981)**  
Assistant Women's Cross Country Track and Field Coach, Intercollegiate Athletics  
B.S., Illinois State University
- Eligie Wilson III (1982)**  
Lecturer, Department of Communication  
M.S., Illinois State University
- Thomas D. Wilson (1961)**  
Associate Professor, Department of Political Science  
Ph.D., University of Illinois
- Michael W. Winchell (1974)**  
Professor, Department of Business Education and Administrative Services  
Ed.D., Illinois State University
- Galen J. Winchip (1983)**  
Instructor, Department of Industrial Technology  
M.S., Iowa State University of Science and Technology
- John R. Winter (1981)**  
Assistant Professor, Department of Agriculture  
M.S., Oregon State University
- Forrest G. Wisheft (1973)**  
Assistant Professor, Department of Communication  
Ed.D., University of Southern California
- Lois A. Wisniewski (1984)**  
Faculty Associate in University High School  
B.S., Illinois State University
- Mary P. Witherow (1975)**  
Faculty Associate in University High School and Metcalf Elementary School  
M.A., Illinois State University
- Judith G. Withoeft (1984)**  
Instructor, Department of Health Sciences  
M.S., Western Illinois University
- William C. Woodson (1968)**  
Professor, Department of English  
Ph.D., University of Pennsylvania
- Donna Jo Workman (1959)**  
Professor, Department of Health, Physical Education, Recreation, and Dance  
Ph.D., The University of Iowa
- Lawrence F. Worley (1982)**  
Assistant Professor, Department of Economics  
M.A., Illinois State University
- Harold J. Wray (1973)**  
Associate Professor, Department of History  
Ph.D., University of Hawaii
- Ralph D. Wray (1970)**  
Professor, Department of Business Education and Administrative Services  
Ed.D., Indiana University
- David W. Wright (1969)**  
Professor, Department of Communication  
Ph.D., Wayne State University
- Marjorie A. Wright (1979)**  
Head Women's Softball Coach, Intercollegiate Athletics  
B.S. in Ed., Illinois State University
- Wu-Tong Wu (1983)**  
Instructor, Department of Chemistry  
Ph.D., Nanjing College of Pharmacy (China)
- Walker D. Wyman, Jr. (1971)**  
Associate Professor, Department of History  
Ph.D., The University of Washington
- Michael L. Wyman (1982)**  
Assistant Professor, Department of Economics  
Ph.D., The University of North Carolina at Chapel Hill
- Mark F. Yama (1984)**  
Counselor, Student Counseling Center  
Ph.D., Indiana University
- Ronald J. Yates (1982)**  
Assistant Professor, Department of Educational Administration and Foundations  
Ed.D., Illinois State University
- David A. Yos (1982)**  
Assistant Librarian  
Associate Professor of Library Science  
Ph.D., The University of Iowa
- Janet M. Youga (1983)**  
Assistant Professor, Department of English  
Ph.D., The University of Iowa
- Cheryl B. Young (1984)**  
Assistant Professor, Department of Criminal Justice Sciences  
M.A., Kent State University
- Martin A. Young (1968)**  
Chairperson, Department of Speech Pathology and Audiology  
Professor, Department of Speech Pathology and Audiology  
Ph.D., The University of Iowa
- Robert D. Young (1967)**  
Professor, Department of Physics  
Ph.D., Purdue University
- W. Perry Young (1962)**  
Assistant Professor, Department of Industrial Technology (University High School)  
M.A., Western Kentucky State College
- Richard C. Youngs (1964)**  
Professor, Department of Curriculum and Instruction  
Ph.D., Michigan State University
- Patricia E. Zambell (1981)**  
Business--Major Advisor  
Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Harvey G. Zeidenstein (1965)**  
Professor, Department of Political Science  
Ph.D., New York University
- William D. Zeller (1963)**  
Professor, Department of Curriculum and Instruction  
Ph.D., Michigan State University
- Barbara Z. Ziegler (1979)**  
Assistant Director of Financial Aid  
Illinois Wesleyan University and Illinois State University
- Sandra K. Zielinski (1979)**  
Associate Professor, Department of Theatre  
M.F.A., Illinois State University
- Scott M. Zimmerman (1983)**  
Instructor, Department of Accounting  
M.S., Illinois State University; C.P.A.
- Wayne H. Zook (1968)**  
Professor, Department of Industrial Technology  
Ph.D., Iowa State University

## Faculty Emeriti

### Laura L. Addison (1962)

Assistant Librarian  
Associate Professor of Library Science (Emerita)  
M.A., University of Denver

### Francis M. Alexander (1945)

Assistant Professor of the Teaching of History (Emerita)  
A.M., University of Illinois

### Richard E. Allen (1963)

Associate Professor, (Emeritus), Department of English  
Ph.D., Washington University

### Eric Baber (1965)

Director of Research Services and Grants  
Professor of Education (Emeritus)  
Ed.D., Michigan State University

### G. Bradford Barber (1944)

Professor of Speech (Emeritus)  
Ph.D., The Ohio State University

### George Barford (1947)

Professor of Art (Emeritus)  
M.A., Columbia University

### Gladys L. Bartle (1930)

Associate Professor of Art (Emerita)  
Ph.D., The University of Wisconsin

### Kenneth R. Beckman (1960)

Assistant Professor, (Emeritus), Department of Specialized Educational Development  
Adv. Cert. in Ed., University of Illinois

### Ralph A. Bellas (1965)

Professor of English (Emeritus)  
Ph.D., The University of Kansas

### Francis B. Belshe (1948)

Vice President for Business and Finance,  
Professor of Education (Emeritus)

Department of Curriculum and Instruction  
Ph.D., Yale University

### Helen B. Benjamin (1946)

Associate Professor, (Emerita), Department of Business Education and Administrative Services  
Ph.D., The University of Iowa

### Minnie P. Berson (1970)

Professor of Elementary Education (Emerita)  
Ed.D., Wayne State University

### Douglas R. Bey (1944)

Professor of Mathematics (Emeritus)  
Ph.D., University of Illinois

### C. Eric Bickley (1953)

Professor, (Emeritus), Department of Theatre  
M.S., The University of Wisconsin

### Allie Ward Billingsley (1949)

Professor of Spanish (Emerita)  
Ph.D., University of Illinois

### Alton J. Bjork (1968)

Professor, (Emeritus), Department of Curriculum and Instruction  
Ed.D., Columbia University

### E. Scott Blankenship (1956)

Professor of Education (Emeritus)  
Ph.D., The Ohio State University

### Roger D. Blomgren (1949)

Professor, (Emeritus), Department of Industrial Technology  
Ed.D., University of Illinois

### Robert G. Bone (1956)

President, Professor of History (Emeritus)  
Ph.D., University of Illinois

### Margaret K. Bradford (1951)

Assistant Professor of Home Economics (Emerita)  
M.S., Colorado State College

### Paul J. Brand (1958)

Professor of Geography (Emeritus)  
Ed.D., Columbia University

### Francis R. Brown (1949)

Director of Credit Programs in the College of Continuing Education and Public Service, Assistant Director of Summer Sessions  
Professor of Mathematics (Emeritus)

Ed.D., University of Illinois

### R. Elizabeth Brown (1955)

Professor of Psychology (Emerita)  
Ph.D., Northwestern University

### Walter H. Brown (1955)

Professor of Botany (Emeritus)  
Ph.D., University of Illinois

### Leonard A. Brubaker (1964)

Associate Professor, (Emeritus) Department of Curriculum and Instruction  
Ph.D., The Ohio State University

### Elsie L. Bryan (1960)

Faculty Associate in the Metcalf Elementary School (Emerita)  
M.S., Illinois State University

### Cecilia P. Bunney (1945)

Director of Museums and Professor (Emerita)  
Ph.D., The State University of Iowa

### Wesley C. Calef (1970)

Professor, (Emeritus), Department of Geography-Geology  
Ph.D., The University of Chicago

### R. Jerry Cantlon (1962)

Professor, (Emeritus), Department of Curriculum and Instruction  
Ed.D., University of Colorado

### John R. Carlock (1951)

Associate Professor of Education (University High School) (Emeritus)  
M.S. in Ed., Illinois State University

### Helen M. Cavanagh (1946)

Distinguished Professor of History (Emerita)  
Ph.D., The University of Chicago

### Helen Chiles (1948)

Assistant Professor of Latin (Emerita)  
A.M., University of Illinois

### Dorothy W. Clark (1964)

Assistant Professor of Speech Pathology and Audiology (Emerita)  
A.M., The University of Michigan

### Herbert E. Clark (1966)

Associate Professor of Psychology (Emeritus)  
Ph.D., Purdue University

### Ruth L. Cole (1944)

Assistant Professor and Supervising Teacher in Metcalf (Emerita)  
M.A., Northwestern University

### Arnold C. Condon (1964)

Professor of Business Education (Emeritus)  
Ph.D., New York University

### Ronald L. Cook (1962)

Associate Professor of Chemistry (Emeritus)  
M.S. in Ed., Western Illinois University

### Dorothy D. Cox (1957)

Assistant Professor of Elementary Education (Metcalf Elementary School) (Emerita)

M.A., George Peabody College for Teachers  
Robert L. Cramer (1958)

Assistant Professor of Elementary Education (Emeritus)  
M.S. in Ed., Illinois State University

### Mabel Percie Crompton (1924)

Assistant Professor of Geography (Emerita)  
S.M., The University of Chicago  
Deceased, January 23, 1984

### Lucile Z. Crosby (1940)

Assistant Librarian and Assistant Professor of Library Science (Emerita)  
M.S. in L.S., Library School, University of Illinois

### Norton B. Crowell (1969)

Professor, Department of English (Emeritus)  
Ph.D., Harvard University

### George E. Cunningham (1973)

Assistant Professor, Department of History (Emeritus)  
M.S. The University of Wisconsin

### Frances L. Damm (1948)

Assistant Professor and Supervising Teacher in Metcalf (Emerita)  
M.S. in Ed., The University of Wisconsin

### Lillian S. Davies (1963)

Associate Professor of Elementary Education (Emerita)  
Ph.D., University of Minnesota

### William I. DeWees (1937)

Professor of Education (Emeritus)  
Ed.D., The Pennsylvania State University

### Eleanor Dilks (1952)

Professor, (Emerita), Department of Biological Sciences  
Ph.D., The University of Wisconsin

### Leven M. Dowdall (1957)

Assistant Professor of Industrial Technology (Emeritus)  
M.S. in Ed., Illinois State University

### Pauline S. Drawter (1956)

Associate Professor of English (Emerita)  
Ph.D., University of Illinois

### Leo E. Eastman (1954)

Associate Secretary of the University, Professor of Education (Emeritus)  
Department of Curriculum and Instruction Ed.D., The University of North Dakota  
Deceased, May 21, 1984

### Alice L. Ebel (1934)

Professor of Political Science (Emerita)  
Ph.D., University of Illinois

### Dorothy Eckelmann (1945)

Professor of Speech Pathology and Audiology (Emerita)  
Ph.D., The University of Iowa

### Albert H. Eckert (1955)

Assistant Professor, (Emeritus), Department of Mathematics (University High School)  
M.S., University of Illinois

### Elwood F. Egelson (1962)

Professor of Educational Administration (Emeritus)  
Ed. D., University of Oregon

### Alice M. Eikenberry (1945)

Professor of the Teaching of History in University High School (Emerita)  
Ed.D., Teachers College, Columbia University

### Ralph A. Elliott (1963)

Medical Director of the University Health Service, Professor (Emeritus)  
M.D., Northwestern University Medical School

### Margery Ellis (1927)

Assistant Professor of French (Emerita)  
A.M., The University of Chicago

### Edna E. Engbert (1951)

Assistant Professor (Emerita), Department of Health, Physical Education, Recreation and Dance (Metcalf Elementary School)  
M. Ed., The University of Michigan

### Preston Ensign (1943)

Coordinator of Campus Planning (Emeritus)  
B.Ed., Illinois State University

### Nickolas J. Ernest (1969)

Associate Professor, (Emeritus), Department of Art  
M.A.T., Indiana University

### Raymond W. Esworthy (1949)

Professor of Accounting (Emeritus)  
Ph.D., University of Illinois

### John M. Ewing (1969)

Professor, Department of Specialized Educational Development (Emeritus)  
Ed.D., The University of Nebraska

### Dorothy S. Fagerburg (1957)

Assistant Professor of Library Science (Emerita)  
M.A., Occidental College

### Ethel G. Fecke (1962)

Coordinator of Advising for General and Unclassified Students

Assistant Professor, (Emerita), Department of Curriculum and Instruction

M.S. in Ed., Illinois State University

### Dorothy E. Fensholt (1951)

Professor of Botany (Emerita)  
Ph.D., Northwestern University

### Eugene D. Fitzpatrick (1965)

Professor of Psychology (Emeritus)  
Ed.D., University of Northern Colorado

### George W. Forsey, Jr. (1967)

Professor, (Emeritus), Department of Agriculture Chairperson, Department of Agriculture  
Ph.D., Illinois State University

### Bernice G. Frey (1930)

Professor of Health and Physical Education for Women (Emerita)  
Ph.D., The University of Iowa

Deceased, August 21, 1984

**Ruth M. Freyberger (1951)**

Professor, (Emerita), Department of Mathematics  
(University High School)  
M.S., University of Illinois

**Leo H. Frigo (1966)**

Staff Physician in the University  
Health Service (Emeritus)  
M.D., Chicago Medical School

**William Frinsko (1961)**

Professor, Department of Curriculum and Instruction  
(Emeritus)

Ed.D., Wayne State University

**Harold E. Frye (1931)**

Assistant Professor of Health and Physical  
Education for Men (Emeritus)

M.A., New York University

**Beryl T. Galaway (1948)**

Assistant Librarian, Assistant Professor  
of Library Science (Emerita)  
A.M.L.S., The University of Michigan

**Harold E. Gibson (1950)**

Director of the Bureau of Appointments  
Professor of Education (Emeritus)

Ed.D., University of Missouri

**Arley F. Gillett (1944)**

Director of Athletics, Professor of Health,  
Physical Education and Recreation  
(Emeritus)

P.E.D., Indiana University

**F. Russell Glasener (1935)**

Professor of Economics (Emeritus)  
Ph.D., The University of Iowa

**Miriam Gray (1946)**

Professor of Health and Physical  
Education for Women (Emerita)  
Ed.D., Teachers College, Columbia  
University

**Nina E. Gray (1935)**

Professor of Biological Sciences (Emerita)  
Ph.D., The University of Wisconsin

**John W. Green (1939)**

Assistant Professor of Agriculture  
(Emeritus)

M.S., University of Illinois

**Clara L. Guthrie (1932)**

Assistant Librarian, Assistant Professor  
of Library Science (Emerita)  
M.S. in L.S., Library School, University  
of Illinois

**Bessie D. Hackett (1969)**

Chairperson, Department of Home Economics  
Professor, (Emerita), Department of Home  
Economics

Ed.D., University of Illinois

**Perry Hackett (1949)**

Assistant Professor of Music (Emeritus)  
M.M., Northwestern University

**Helen J. Hadden (1976)**

Professor, (Emerita), Department of  
Specialized Educational Development

Ed.D., University of Northern Colorado

**Barbara C. Hall (1957)**

Professor of Health, Physical Education  
and Recreation (Emerita)

Ed.D., Columbia University

**Doris M. Hardine (1947)**

Assistant Professor of Music (Emerita)  
M.M., Eastman School of Music

**V. Carolynna Harper (1968)**

Assistant Professor of Information Sciences  
(Emerita)

Adv. M.L.S., The Florida State University

**Alice O'B. Harris (1952)**

Assistant Professor and Supervising  
Teacher Primary Educable Mentally  
Handicapped in Metcalf (Emerita)

M.S. in Ed., University of Illinois

**Archibald J. Harris (1957)**

Head Swimming Coach  
Assistant Professor of Physical Education  
(Emeritus)

M.A., The University of Iowa

**John M. Heissler (1961)**

Professor, (Emeritus), Department of English  
Ph.D., University of Illinois

**Arlan C. Helgeson (1951)**

Professor, (Emeritus), Department of History  
Ph.D., The University of Wisconsin

**Candace A. Helgeson (1958)**

Assistant Professor, (Emerita), Department  
of English

M.A., University of Illinois

**Charles R. Hicklin (1960)**

Professor, (Emeritus), Department of  
Curriculum and Instruction

Ed.D., University of Illinois

**Grace Hiler (1951)**

Assistant Professor of the Teaching of  
English (Emerita)

M.A., The University of Iowa

**Harriet Wheeler Hoffman (1946)**

Assistant Professor of Business Education  
(Emerita)

M.A., The University of Iowa

**Bernice Holiday (1957)**

Assistant Manager and Executive  
Assistant in Housing (Emerita)

B.Ed., Western Illinois University

**Frank J. Holmes (1962)**

Professor of Psychology (Emeritus)

Ph.D., New York University

**Joseph C. Honan (1960)**

Associate Professor, (Emeritus),  
Department of Political Science

Ph.D., University of Missouri

**F. Louis Hoover (1944)**

Director of Museums, Distinguished  
Professor of Art (Emeritus)

Ed.D., New York University

**Verna A. Hoyman (1946)**

Assistant Professor of English (Emerita)

M.A. in Ed., Northwestern University

**Benjamin C. Hubbard (1961)**

University Professor (Emeritus)

Dean, College of Education

Department of Educational Administration  
and Foundations

Ed.D., University of Alabama

**Elizabeth A. Hughes (1954)**

Assistant Professor of Special Education  
(Emerita)

M.Ed., Wayne State University

**Mary K. Husar (1966)**

Director of Credit Instruction

Professor, (Emerita), Department of Specialized  
Educational Development

Ed.D., University of Illinois

**Barbara B. Hutchinson (1966)**

Professor, Department of Speech Pathology and  
Audiology (Emerita)

Ph.D., University of Utah

Deceased, October 11, 1984

**Lucile Hyndman (1959)**

Assistant Professor of English (Emerita)

A.M., Columbia University

**Irving Jacks (1968)**

Professor of Psychology (Emeritus)

Ph.D., New York University

**Harry O. Jackson (1955)**

Assistant Professor of Biological Sciences  
(Emeritus)

M.S. in Ed., Illinois State University

**Alvin R. Jacobson (1970)**

Director of Environmental Health,

Professor of Environmental Health  
(Emeritus)

Ph.D., The University of Iowa

**Kenneth E. James (1962)**

Professor of Agricultural Education (Emeritus)

Ed.D., University of Missouri

**Edward B. Jelks (1968)**

Director, Midwest Archeological Research Center

Professor, (Emeritus), Department of Sociology,

Anthropology and Social Work

Ph.D., The University of Texas

**Marie Jessc (1946)**

Assistant Professor of Business

Education (Emerita)

M.A., The University of Iowa

**Milford C. Jochums (1948)**

Professor of English (Emeritus)

Ph.D., University of Illinois

**Blossom Johnson (1945)**

Acting Chairman of the Department of

Home Economics, Professor of Home

Economics (Emerita)

Ed.D., University of Missouri

**Eric H. Johnson (1958)**

Vice President, Professor of Educational  
Administration (Emeritus)

Ed.D., University of Illinois

**John L. Johnston (1956)**

Professor, (Emeritus), Department of Industrial  
Technology

Ed.D., University of Missouri

**Anita F. Jones (1962)**

Assistant Professor of Education - Metcalf  
(Emerita) (Department of Curriculum and  
Instruction)

M.S. in Ed., Illinois State University

**Margaret Jorgensen (1949)**

Assistant Professor of Psychology (Emerita)

M.A., University of Denver

**Frederick D. Kagy (1965)**

Professor, (Emeritus), Department of Industrial  
Technology

Ed.D., University of Wyoming

**Bruce T. Kaiser (1956)**

Director of University Union and  
Auditorium (Emeritus)

B.S., Indiana University

**Jacqueline Q. Karch (1957)**

Professor of Home Economics (Emerita)

Ed.D., Washington University

**Ila Karr (1952)**

Assistant Librarian, Assistant Professor  
of Library Science (Emerita)

M.A., University of Denver Library School

**Anna L. Keeton (1937)**

Dean of Women, Professor of English  
(Emerita)

Ph.D., The University of Chicago

**Benjamin J. Keeley (1952)**

Professor of Sociology (Emeritus)

Ph.D., The University of Nebraska

**Ellen D. Kelly (1957)**

Professor of Health and Physical  
Education for Women (Emerita)

Ph.D., The University of Iowa

**William N. Kennedy (1962)**

Assistant Professor, (Emeritus), Department  
of Foreign Languages

M.S. in Ed., Illinois State University

**John A. Kinneman (1927)**

Professor of Sociology (Emeritus)

Ph.D., Northwestern University

**Homer T. Knight (1957)**

Professor of Education (Emeritus)

Ed.D., Teachers College, Columbia  
University

**Harold F. Koepke (1934)**

Professor of Management (Emeritus)

Ph.D., The University of Iowa

**Frederick W. Kohlmeyer (1964)**

Professor, (Emeritus), Department of History

Ph.D., University of Minnesota

**Joe W. Kratz (1966)**

Professor of Library Science (Emeritus),  
Director of Libraries

Ph.D., University of Illinois

**Brigitte J. Kuhn (1961)**

Professor of French (Emerita)

Ph.D., Sorbonne, University of Paris

**Lowell J. Kuntz (1949)**

Assistant Professor of Music (Metcalf  
Elementary School) (Emeritus)

M.S. in Ed., Illinois State University

**Norene K. Kurth (1953)**

Assistant Professor of Business Education  
and Administrative Services (Emerita)

M.B.A., The University of Chicago

**Ernest M. R. Lamkey (1927)**

Professor of Biological Sciences (Emeritus)

Ph.D., University of Illinois

Deceased, March 16, 1984

**Ralph Lane (1968)**

Professor, Department of Theatre (Emeritus)

Ph.D., Northwestern University

**Arthur H. Larsen (1935)**

Distinguished Professor of Higher  
Education, Consultant for Institutional

Studies (Emeritus)

Ph.D., The University of Wisconsin at  
Madison

- Margaret Lawrence (1939)**  
Assistant Librarian, Assistant Professor of Library Science (Emerita)  
M.A., The University of Nebraska
- Elden A. Lichy (1945)**  
Professor of Education (Emeritus)  
Ed.D., University of Missouri
- Lois Lilly (1957)**  
Assistant Professor of Elementary Education (Emerita)  
Adv. Cert. in Ed., University of Illinois
- Harry D. Lovelass (1946)**  
Professor of Education (Emeritus)  
Ed.D., University of Illinois
- Hattie C. Lundgren (1955)**  
Assistant Professor of Home Economics (Emerita)  
M.S., Iowa State College
- Michael Macesich (1962)**  
Assistant Professor, (Emeritus), Department of Chemistry, (University High School)  
M.S., Indiana State University
- Darryl T. Manring (1962)**  
Associate Professor (Emeritus), Department of Music  
M.M., The University of Michigan
- Faye E. Mansfield (1941)**  
Assistant Professor and Supervising Teacher in Metcalf (Emerita)  
M.A., Teachers College, Columbia University
- Helen E. Marshall (1935)**  
Professor of History (Emerita)  
Ph.D., Duke University
- J. Louis Martens (1947)**  
Professor of Botany (Emeritus)  
Ph.D., Indiana University
- Thomas B. Martin (1962)**  
Acting Chairperson of the Department of Finance and Law, Professor of Business Education and Administrative Services (Emeritus)  
Ed. D., Indiana University
- Stanley S. Marzolf (1937)**  
Distinguished Professor of Psychology (Emeritus)  
Ph.D., The Ohio State University
- Eleanor F. Mathews (1968)**  
Assistant Librarian  
Associate Professor of Library Science, (Emerita)  
M.S., University of Illinois
- Robert E. McAdam (1970)**  
Director, Office of Research Services and Grants Professor, (Emeritus), Department of Health, Physical Education, Recreation and Dance  
Ph.D., University of Illinois
- Willard J. McCarthy (1955)**  
Associate Professor of Industrial Technology (Emeritus)  
Ed.M., University of Illinois
- Clyde T. McCormick (1944)**  
Head of the Department of Mathematics, Professor of Mathematics (Emeritus)  
Ph.D., Indiana University
- George F. McCoy (1962)**  
School Psychologist in the Metcalf Elementary School  
Professor of Psychology (Emeritus)  
Ph.D., University of Illinois
- Neva McDavitt (1929)**  
Assistant Professor of Geography (Emerita)  
A.M., Clark University
- Dorothy M. McEvoy (1950)**  
Assistant Professor and Supervising Teacher (Emerita)  
M.A., Teachers College, Columbia University
- Raymond L. McKinty (1965)**  
Director, Scheduling and Space Analysis  
Assistant Director of Summer Sessions, (Emeritus)  
M.S., University of Illinois
- Robert L. Metcalf (1961)**  
Director, University High School Athletics.  
Professor, (Emeritus), Department of Health, Physical Education, Recreation and Dance  
P.E.D., Indiana University
- Loren W. Mentzer (1957)**  
Professor of Botany (Emeritus)  
Ph.D., The University of Nebraska  
Deceased, February 17, 1984
- Winifred S. Metzler (1947)**  
Assistant Professor and Assistant Librarian in University High School (Emerita)  
A.M., The University of Chicago
- Odessa H. Meyer (1965)**  
Assistant Professor of Elementary Education (Emerita)  
Spec. in Ed., Illinois State University
- Marion G. Miller (1937)**  
Professor of Art (Emerita)  
Ph.D., The Ohio State University
- Murray Lincoln Miller (1950)**  
Associate Professor of Education (Emeritus)  
Ph.D., University of Pittsburgh
- S. Duncan Miller (1984)**  
Assistant Professor of Music (University High School) (Emeritus)  
M.M., Eastman School of Music
- Robert V. Mitchell (1968)**  
Dean of the College of Business  
Professor of Business Administration (Emeritus)  
Ph.D., University of Illinois
- Orrin J. Mizer (1947)**  
Associate Professor, (Emeritus), Department of Biological Sciences  
Ph.D., The University of Iowa
- Robert H. Moore (1952)**  
Acting Dean of the College of Education,  
Professor of Education (Emeritus)  
Ph.D., The Ohio State University
- Mark R. Moran (1966)**  
Associate Professor of Social Work (Emeritus)  
Ph.D., The Ohio State University
- Kenneth Moreland (1964)**  
Assistant Professor, Department of Curriculum and Instruction (Emeritus)  
Adv. Cert. in Ed., University of Illinois
- Adrian Baucum Myers (1957)**  
Assistant Professor of Mathematics (University High School) (Emerita)  
M.A., University of Kentucky
- Helen M. Nance (1954)**  
Professor of Elementary Education (Emerita)  
Ph.D., The Ohio State University
- Joseph M. Natale (1956)**  
Associate Professor, Department of Art (Emeritus)  
M.S., Indiana State Teacher's College
- Edwin E. Niemi (1958)**  
Professor, (Emeritus), Department of Art  
M.S., The University of Wisconsin
- Burton L. O'Connor (1937)**  
Professor of Health and Physical Education for Men (Emeritus)  
Ed.D., The Pennsylvania State University
- Alice R. Ogle (1932)**  
Assistant Professor and Supervising Teacher of Art (Emerita)  
M.A., Teachers College, Columbia University
- Mary M. Packwood (1961)**  
Associate Professor of Art (Emerita)  
Ed.M., University of Missouri
- Kelvin M. Parker (1957)**  
Professor of Spanish (Emeritus)  
Ph.D., The University of Chicago
- Louise Parker (1950)**  
Assistant Professor of Allied Health Professions (Laboratory Schools) (Emerita)  
M.P.M., The University of Michigan
- Margarete S. Parret (1946)**  
Associate Professor of Information Sciences (Emerita)  
M.A., Teachers College, Columbia University
- James E. Patterson (1957)**  
Professor, Department of Geography-Geology (Emeritus)  
Ph.D., University of Illinois
- Henri R. Pearcy (1940)**  
Associate Professor of European History (Emeritus)  
Ph.D., The University of Chicago
- Harlan W. Peithman (1937)**  
Professor of Music (Emeritus)  
Ed.D., Teachers College, Columbia University
- Warren A. Perry (1955)**  
Professor, (Emeritus), Department of Business Education and Administrative Services  
Ed.D., University of Colorado
- Margaret K. Peters (1930)**  
Professor of Business Education (Emerita)  
Ed.D., University of Colorado
- Harold R. Phelps (1958)**  
Professor of Special Education (Emeritus)  
Ph.D., The Ohio State University
- W. Douglas Poe (1959)**  
Professor of Economics (Emeritus)  
Ph.D., Indiana University
- Genevieve Anna Pohle (1923)**  
Assistant Professor and Assistant Librarian (Emerita)  
M.A., Graduate Library School, The University of Michigan
- Charles B. Porter (1961)**  
Associate Director of Institutional Research and Computer Operations  
Professor of Industrial Technology (Emeritus)  
Ed.D., University of Illinois
- R. Earle Reese (1958)**  
Professor of Insurance (Emeritus)  
Ed.D., George Peabody College for Teachers
- Vernon L. Replego (1950)**  
Director of the Metcalf Elementary School,  
Professor of Elementary Education (Emeritus)  
Ed.D., University of Illinois
- E. Ione Rhymer (1954)**  
Professor of Bacteriology (Emerita)  
Ph.D., University of Illinois
- Doris M. Richards (1951)**  
Associate Professor, (Emerita), Department of Speech Pathology and Audiology  
Ph.D., Case Western Reserve University
- Mary A. Richmond (1962)**  
Associate Professor of Library Science and Assistant Librarian (Metcalf Elementary School) (Emerita)  
M.S. in L.S., University of Illinois
- R. Omar Rilett (1958)**  
University Professor of Biological Sciences (Emeritus)  
Ph.D., The University of Wisconsin
- William J. Robinson (1970)**  
Head Basketball Coach, Executive Assistant (Emeritus)  
M.A., The University of Michigan
- James L. Roderick (1956)**  
Professor, (Emeritus), Department of Music  
Ed.D., University of Illinois
- Jose A. Rodriguez (1961)**  
Professor of Spanish (Emeritus)  
Ph.D., Universidad de la Habana (Cuba)
- Robert L. Roussey (1967)**  
Assistant Professor of French (Emeritus)  
A.M., University of Illinois
- Elizabeth Russell (1935)**  
Assistant Professor of Elementary Education (Emerita)  
M.A., Teachers College, Columbia University
- Cecilia Lauby Ryan (1949)**  
Chairman of the Department of Professional Laboratory Experiences, Professor of Education (Emerita)  
Ed.D., Indiana University
- Bernard L. Ryder (1956)**  
Professor, Department of Chemistry (Emeritus)  
Ph.D., University of Illinois
- Creta D. Sabina (1975)**  
Professor, (Emerita), Department of Educational Administration and Foundations  
Ed.D., Arizona State University
- Dorothy D. Sands (1970)**  
Associate Professor, (Emerita), Department of Accounting  
M.S., Illinois State University; C.P.A.
- Theodore Sands (1950)**  
Director of International Studies  
Professor, Department of History, (Emeritus)  
Ph.D., The University of Wisconsin
- Else A. Schmidt (1958)**  
Professor, (Emeritus), Department of Geography-Geology  
Ph.D., University of Munich, Germany

**Virginia Schnepp (1967)**

Professor, (Emerita), Department of Curriculum and Instruction  
Ed.D., University of Illinois

**Luella E. Schultz (1958)**

Assistant Professor, (Emerita), Department of Curriculum and Instruction (Metcalf Elementary School)

A.M., University of Northern Colorado

**Thomas G. Secoy (1968)**

Professor, (Emeritus), Department of Accounting Ph.D., University of Illinois, C.P.A.

**Charles E. Sherman (1969)**

Professor, Department of Educational Administration and Foundations (Emeritus)  
Ed.D., Northern Illinois University

Deceased, July 1, 1984

**Alice Sheveland (1942)**

Assistant Professor and Supervising Teacher in Metcalf (Emerita)

M.A. in Ed., Northwestern University

**Gwen K. Smith (1946)**

Professor of Dance (Emerita)

Ph.D., The University of Iowa

**Nelson Smith (1946)**

Director of Photo Services

Assistant Professor of Education (Emeritus)

M.S. in Ed., Illinois State University

**Irwin Spector (1948)**

Professor of Music (Emeritus)

Ph.D., New York University

**J. Russell Steele (1947)**

Assistant Director of Alumni Services

Assistant Professor of Physical Education (Emeritus)

M.S. in Ed., Illinois State University

**Ethel G. Stein (1944)**

Assistant Professor of Education (Emerita)

M.A., Northwestern University

**Alma Stoddard (1961)**

Assistant Professor, (Emerita),

Department of Health, Physical Education, Recreation and Dance

M.P.E., The University of Nebraska

**William H. Sullivan (1972)**

Honorary Executive Director, (Emeritus),

Illinois Principals Association, Department of Educational Administration and Foundations

M.S.Ed., Western Illinois University

**Thalia J. Tarrant (1935)**

Assistant Professor of History (Emerita)

A.M., University of Missouri

**Lucy L. Tasler (1935)**

Professor of History (Emerita)  
Ph.D., The University of Chicago  
Deceased, January 19, 1984

**Vivian Tasker (1960)**

Assistant Professor of Special Education (Emerita)  
M.A., Northwestern University

**Donald F. Templeton (1950)**

Assistant to the Dean of Undergraduate Instruction, Assistant Professor of English (Emeritus)  
M.A., The University of Iowa

**Isabelle Terrill (1949)**

Director of Residential Life  
Associate Professor of Music (Emerita)  
Ed.D., Columbia University

**Kirby Todd (1964)**

Lecturer in Health and Physical Education for Women (Emeritus)  
M.A., Teachers College, Columbia University

**John E. Trotter (1956)**

Professor of Geography (Emeritus)  
Ph.D., The University of Chicago

**Raymond Tudor (1948)**

Assistant Professor of English (Emeritus)  
M.A., The University of Michigan

**Sadie B. Udstuen (1950)**

Assistant Professor of Elementary Education (Emerita)  
M.A., Northwestern University

**Charlotte M. Upton (1958)**

Assistant Professor, (Emerita), Department of Home Economics  
M.S. in Ed., Illinois State University

**Arden L. Vance (1949)**

Assistant Professor of Music (Emeritus)  
M.M., Northwestern University

**Dale B. Vetter (1941)**

University Professor of English (Emeritus)  
Ph.D., Northwestern University

**Josephine B. Voorhees (1950)**

Assistant Professor and Supervising Teacher in Metcalf (Emerita)  
M.A., Michigan State University

**Francis M. Wade (1947)**

Assistant Librarian, Assistant Professor of Library Science (Emeritus)  
M.A., The University of Washington

**Robert D. Weigel (1959)**

Professor, (Ementus), Department of Biological Sciences  
Ph.D., University of Florida

**Eleanor Weir Welch (1929)**

Director of Libraries, Associate Professor (Emerita)  
M.S. in Ed., Illinois State University

**William V. White (1934)**

Director of University Press, Executive Assistant (Emeritus)  
M.S. in Ed., Illinois State University

**Jennie Alma Whitten (1919)**

Professor of Foreign Languages (Emerita)  
Ph.D., The University of Wisconsin

**Edwin R. Willis (1962)**

Professor of Entomology (Emeritus)  
Ph.D., The Ohio State University

**Raymond V. Wiman (1973)**

Professor, (Emeritus), Department of Communication  
Ed.D., The University of Nebraska

**Lela Winegarner (1933)**

Coordinator of Foreign Student Services  
Assistant Professor of English (Emerita)  
A.M., The University of Chicago

**Emory E. Wiseman (1963)**

Associate Professor of Industrial Technology (Emeritus)  
Ed.D., University of Illinois

**Harvey S. Woods (1957)**

Professor, (Emeritus), Department of Agriculture  
Ph.D., University of Illinois

**Ethel Wooley (1957)**

Assistant Professor and Supervising Teacher in Metcalf (Emerita)  
M.A., George Peabody College for Teachers

**Ruth V. Yates (1935)**

Associate Professor of Speech (Emerita)  
M.A., Teachers College, Columbia University

**Lyle M. Young (1952)**

Professor of Music (Emeritus)  
Ed.D., Columbia University

**Orville L. Young (1939)**

Professor of Agriculture (Emeritus)  
Ph.D., The Pennsylvania State University

**Ruth Zimmerman (1935)**

Assistant Librarian, Assistant Professor of Library Science (Emerita)  
M.A., University of Minnesota

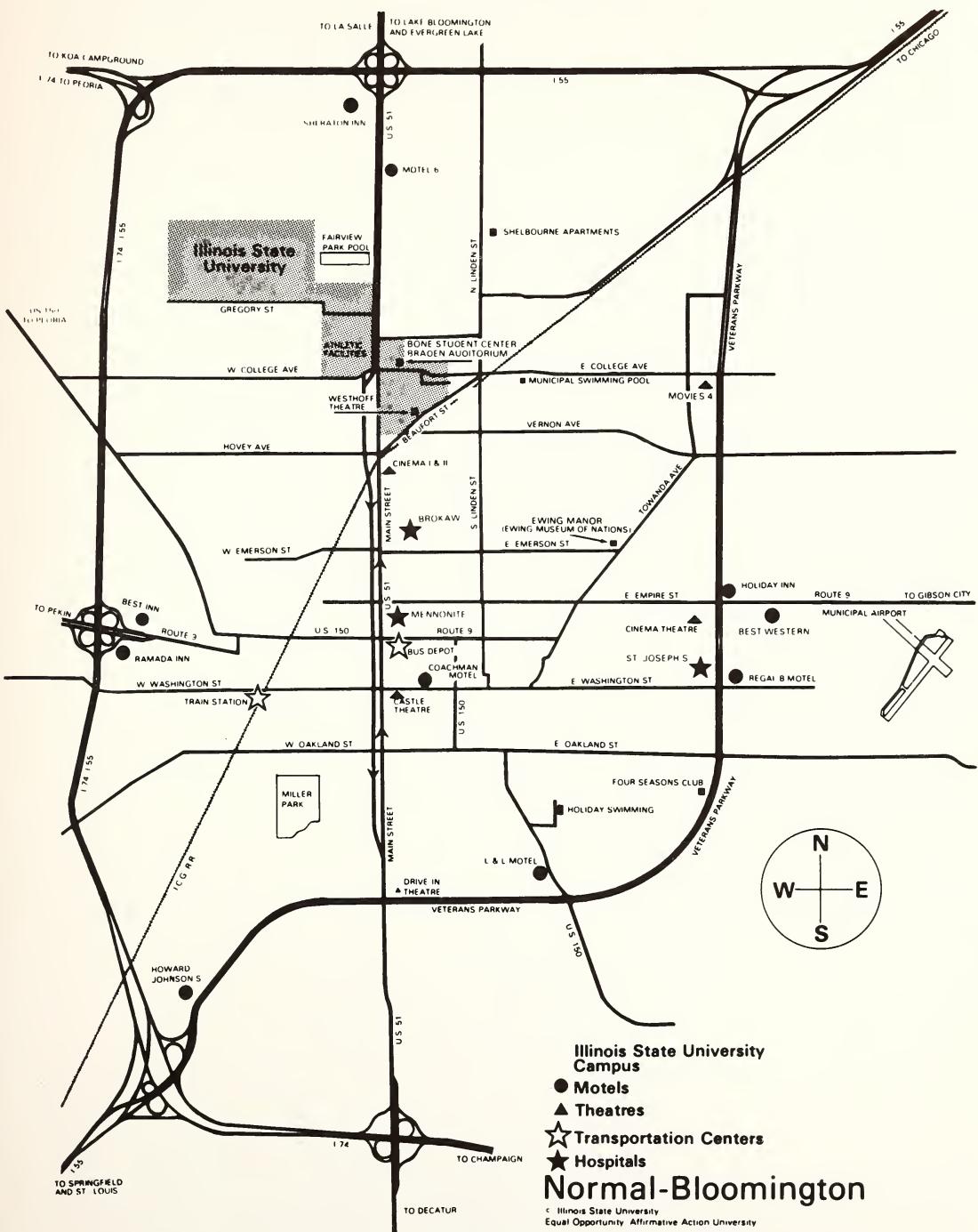


Model of 10,500 seat ISU Arena, scheduled for completion in 1987.

# Index

- Abbreviations Used in the Catalog, 44  
 Academic Advisement, 11, 19  
 Academic Good Standing, 28  
 Academic Honors, 32  
 Academic Policies, 25  
 Academic Probation, 28  
 Academic Requirements, 27  
 Academic Senate and Committees, 8  
 Accounting Programs and Courses, 141  
 Accreditation, 8  
 ACT Score Requirements, Admission, 9, 10  
 Acting Sequences, 178, 179  
 Activity Fee, General, 13  
 Administrative Officers, University, 7  
 Admissions Policies, 9  
 Admissions and Records, Office, 9  
 Adult Learning Option, New Start, 28  
 Adult Learner Program, 10  
 Advanced Placement Program, 30  
 Advanced Registration, 27  
 Affirmative Action, 1, 21  
 Afro-American Arts, 46  
 Agribusiness Program, 49  
 Agriculture Education Sequence, 49  
 Agriculture Programs and Courses, 49  
 Agricultural Science Sequence, 49  
 Alumni Services and Development, 36  
 Anthropology Programs and Courses, 132, 134  
 Application, Admission, 9  
 Application, Graduation, 29  
 Applied Computer Science Programs and Courses, 53  
 Applied Geography Sequence, 111  
 Applied Science and Technology, College, 49  
 Art Programs and Courses, 169  
 Arts and Sciences, College, 87  
 Arts and Sciences Degree Programs, 87  
 Arts and Sciences Sequence, 45, 46, 87  
 Athletic and Service Fee, 13  
 Athletic Coaching Sequence, 60  
 Athletic Training Sequence, 60  
 Audiology Sequence, 136  
 Audit Tuition, Auditors, 13, 25  
 Bachelor Degrees, Definitions, 28  
 Beginning Freshman Student, Definition, 9  
 Biological Sciences Programs and Courses, 87  
 Biological Sciences Sequence, 88  
 Black Student Union, 22  
 Board of Regents, 7  
 Bone Scholars, 32  
 Bone Student Center, 23  
 Book Exchange, 21  
 Braden Auditorium, 23  
 British Sequence, International Business, 141  
 Business Administration Programs, 146  
 Business, College, 139  
 Business Education and Administrative Services Programs and Courses, 143  
 Business Education Program, 143  
 Business Information Systems Sequence  
     Department of Accounting, 141  
     Department of Business Education and Administrative Services, 142  
     Department of Finance and Law, 146  
 Calendar, University, 4  
 Campus Description, 7  
 Campus Recreation, 22  
 Career Counseling, 20  
 Catalog Requirements, 29  
 Catalog Use, 2  
 Change of Major, 27, 39  
 Chemistry Programs and Courses, 91  
 Child Development and Family Relationships Sequence, 72, 73  
 Choral Music Sequences, 174  
 Class Attendance Policy, 27  
 Class Standing, 27  
 Classics Courses, 107  
 Classifications, Student, 9  
 CLEP Examinations, 30, 31  
 Clubs, 21  
 College Opportunity Admission Program, 10  
 Collegiate Organization, 7  
 Commencement, 29  
 Commercial/Studio Sequence, 58  
 Committees, Academic Senate, 8  
 Communication Programs and Courses, 93  
 Community and Public Health Sequence, 66  
 Community College Transfer Option, New Start, 28  
 Community College Transfer Students Admissions, 10  
 Comprehensive Major, Description, 43  
 Computer Information Systems Sequence, 54  
 Concentration, Description, 43  
 Confidentiality of Student Records, 2, 16  
 Constitution Examination, 29  
 Consumer Affairs, 21  
 Consumer Education, Minor, 144  
 Consumer Services Sequence, 72, 73  
 Construction Technology Sequence, 77  
 Continuing Education and Public Service, College, 7  
 Contract Major, (See General Studies Major), 45  
 Cooperative Education, 32  
 Correspondence and Extension Course Hours Limits, 29  
 Costs, 13  
 Costume, Design Sequence, 179  
 Course Changes, 27  
 Course Descriptions, 44  
 Course Grades, Definitions, 25  
 Course Levels, 44  
 Course Load Policy, 27  
 Counseling Center, 20  
 Counseling, Foreign Student, 34  
 Counseling, HPS, 33  
 Credit/No Credit Courses and Option, 25  
 Criminal Justice Sciences Programs and Courses, 56  
 Curriculum and Instruction Programs and Courses, 153  
 Dance Programs and Courses, 58, 65  
 Deaf and Hard of Hearing Sequence, 158  
 Dean's List, 32  
 Degree and Program Index, 43  
 Degree Requirements, Undergraduate, 28  
 Degree with Distinction, 32  
 Dentistry, Preparation, 35  
 Development Office, 36  
 Disadvantaged Students, Admission, 10, 33  
 Discipline Policy, 23  
 DISCOVER, 20  
 Dismissal from Major, 27  
 Double Majors or Minors, 39  
 Dropping Classes, 26  
 Early Admit Program, 10  
 Early Childhood Education Programs, 153, 163  
 Economics Programs and Courses, 98  
 Education College, 153  
 Educational Administration and Foundations Courses, 157  
 Elementary Education Program, 154, 164  
 Elementary Physical Education Sequence, 60  
 Eligibility for Admission to Teacher Education, 162  
 Employment, Student, 18  
 Energy and Power Technology Sequence, 78  
 Engineering, Preparation, 35  
 English Composition Proficiency Option, 30  
 English Programs and Courses, 101  
 Environmental Health Programs, 67  
 Equal Opportunity, 1  
 Ethnic and Cultural Studies Minor, 46  
 Expense, Estimated Total, 14  
 Extension or Correspondence Work, 29  
 Faculty, 45, 183  
 Faculty Emeriti, 203  
 Fashion Merchandising Sequence, 73  
 Federal Grants and Benefits, 16  
 Fees, 13  
 Field of Study, 27, 43  
 Field of Study Requirements, Education, 164-165  
 Finance and Law Programs and Courses, 146  
 Financial Accounting Sequence, 141  
 Financial Aid Refunds, 16  
 Financial Assistance, 15  
 Fine Arts, College, 169  
 Foods-Nutrition or Dietetics Sequence, 73  
 Foreign Languages Programs and Courses, 106  
 Foreign Student Advising, 34  
 Foundation, ISU, 36  
 French Programs and Courses, 106, 108  
 French Sequence, International Business, 141  
 Freshman Tests, Admissions, 9  
 Full-time Student Costs, 13  
 General Assembly Scholarships, 17  
 General Finance Sequence, 146  
 General Home Economics Sequence, 73  
 General Music Sequence, 174  
 General Sequence, International Business, 141  
 General Student, 39  
 General Studies Major, 45  
 General Technology Sequence, 77  
 Geography Programs and Courses, 111  
 Geology Programs and Courses, 111  
 German Programs and Courses, 106, 108  
 German Sequence, International Business, 141  
 Gerontology Program, 133  
 G.I. Bill, 16  
 Grade Point Average, 27  
 Grading System, University, 25  
 Graduate and Professional Study, Preparation, 34  
 Graduate Study, 34  
 Graduation Application, 29  
 Graduation Fee, 13, 29  
 Graduation Procedure, 29  
 Graduation Requirements, 28  
 Graphic Communication Technology Sequence, 78  
 Grievance Procedures, 23  
 Greek Courses, 108  
 Guaranteed Student Loan Program, 18  
 Handicapped Regulations and Services, 1, 21  
 Health Education Programs, 68  
 Health, Physical Education, Recreation and Dance Programs and Courses, 58  
 Health Professions, Preparation, 34  
 Health Sciences Programs and Courses, 67  
 Health Service Fee, Service, 13, 20  
 High Potential Students Program, 33  
 High School Preparation, 9  
 High School Rank, Admission, 10  
 High School, Teacher Education, 164  
 History Programs and Courses, 114  
 Home Economics Programs and Courses, 72  
 Honors at Commencement, 32  
 Honors Program, 32  
 Horticulture Sequence, 49  
 Housing and Environmental Design Sequence, 73  
 Housing Policies, On-campus and Off-campus, 19  
 Human Biology Sequence, 88  
 Human Geography Sequence, 111  
 Illinois State Scholarship Commission Monetary Award Program (ISSC), 17  
 Illinois Veterans Scholarships, 17  
 Incompletes, 25

- Individualized Opportunities, Honors, 32  
 Individualized Sequence, General Studies Major, 45  
 Industrial Accounting Sequence, 141  
 Industrial Education Program, 78  
 Industrial Technology Programs and Courses, 77  
 Instructional Media Program, 93  
 Instrument Performance Sequence, 175  
 Instrumental Music Sequences, 174  
 Insurance, Health and Accident, 20  
 Insurance Sequence, 146  
 Interdisciplinary Studies Courses, 47  
 International Business Programs, 140  
 International House, 34  
 International Studies, 33, 39  
 Internship Program in Business, 139  
 Italian Courses, 110  
 Journalism Education Program, 94  
 Junior High/Middle School Education Program, 154, 164  
 Keyboard Instrument Performance Sequence, 175  
 Late Payment, Late Registration Fee, 13  
 Latin American Studies Program, 87  
 Latin Courses, 108  
 Law, Preparation, 35  
 Learning and Behaviorally Disordered Sequence, 158  
 Learning Resource Center, 36  
 Legal Aid Program, Student Association, 21  
 Legal Studies Program and Courses, 127, 129  
 Library Science Program, 93  
 Library, University, 7  
 Loan Programs, 17  
 Location, Geographic, 7  
 Lower Division Honors, 32  
 Major Field(s) of Study, 27, 43  
 Management and Marketing Programs and Courses, 148  
 Management Information Systems Sequence, 148  
 Manufacturing Technology Sequence, 78  
 Mass Communication Programs, 93  
 Material Charges, 13  
 Mathematics Assistance Center, 19  
 Mathematics Programs and Courses, 118  
 Media Services, 36  
 Medical Record Administration Program, 68  
 Medical Technology Program, 68  
 Medical Requirements, 11  
 Medicine, Preparation, 35  
 Mentally Handicapped, Educable, Sequence, 158  
 Mentally Handicapped, Trainable, Sequence, 158  
 Military Science Program and Courses, 84  
 Minor Field(s) of Study, 27, 43  
 Minority Professional Opportunities, 33  
 Multidisciplinary Studies Sequence, 45, 46  
 Museums, 36  
 Music Education Programs, 174  
 Music History, Literature Sequence, 175  
 Music Programs and Courses, 173  
 Music Theory, Composition Sequence, 175  
 Music Therapy Sequence, 175  
 National Direct Student Loan (NDSL) Program, 17  
 National Guard Scholarship, 17  
 National Student Exchange, 34  
 New Start Policy, 28  
 Non-resident Definition and Cost, 13  
 Nursing Preparation, 35  
 Occupational Safety Sequence, 79  
 Office Administration Programs, 144  
 Operations Management Sequence, 148  
 Organizational Management Sequence, 148  
 Orientation Days, Preview ISU, 10  
 Overseas Study Centers, 34  
 Parents Association, 36  
 Part-time Student Costs, 13  
 Pass/Fail (See Credit/No Credit Option), 25  
 Payment of Tuition and Fees, 13  
 Performance Sequence (Dance), 59  
 Philosophy Programs and Courses, 123  
 Physical Education Programs and Courses, 59, 61  
 Physical Geography Sequence, 111  
 Physically Handicapped Sequence, 158  
 Physics Programs and Courses, 124  
 Placement Examinations, 11, 31  
 Placement Service, 20  
 Planetarium, 36  
 Political Science Programs and Courses, 126  
 Pre-Business Classification, 140  
 Private Scholarships, 17  
 Probation (See Academic Probation), 28  
 Production Agriculture Sequence, 49  
 Professional Education Requirements, 162-165  
 Professional Practice, 32  
 Proficiency Examination Program, Departmental, 30  
 Program Management Sequence, 60  
 Psychology Programs and Courses, 129  
 Public Relations Minor, 94  
 Quantitative Economics Concentration, 99, 119  
 Reading Education Program, 159  
 Reading/Study Skills Center, 19  
 Readmission, Former Students, 10  
 Recreation and Park Administration Programs and Courses, 60, 66  
 Recreational Facilities Fee, 13  
 Refund Policies, 13  
 Regents' Tuition Waivers, 17  
 Reinstatement Policy, 28  
 Repetition of Courses, 26  
 Registered Nurses Admissions, 10  
 Registration, 11, 27  
 Religious Observance, 27  
 Research Services and Grants, 36  
 Residence Hall Organizations, 21  
 Residence Halls, Association, 21  
 Residence Halls, Policies, 19  
 Residence Requirements for Graduation, 29  
 Residential Life, 18  
 Residents, Definition, and Cost, 13  
 Room and Board Costs, 14  
 Russian Programs and Courses, 106, 110  
 Russian Sequence, International Business, 141  
 SAT Score Requirements, Admission, 9, 10  
 Safety Programs, 79  
 Satisfactory Progress Policy, 15  
 SCERB, 23  
 Scholarships, 17  
 Second Bachelor's Degree, 29  
 Secondary Physical Education Sequence, 60  
 Senior College Hours, 29  
 Senior Evaluation, 29  
 Sequence, Description of, 43  
 Services for the Handicapped, 21  
 Small Business Institute, 139  
 Social Sciences Programs, 87  
 Social Work, Preparation, 36  
 Social Work Program and Courses, 132, 135  
 Sociology Programs and Courses, 132, 133  
 Spanish Programs and Courses, 107, 110  
 Spanish Sequence, International Business, 141  
 Special Admissions, 10  
 Special Application Sequence, (ACS), 54  
 Special Education Programs, Admission, 158  
 Special Education, Teacher Education, 165  
 Special Fees, 13  
 Special Services, 33  
 Specialized Educational Development Programs and Courses, 158  
 Speech and Hearing Clinic, 21  
 Speech Communication Programs, 94  
 Speech Pathology and Audiology Programs and Courses, 136  
 State Scholarships and Grants, 17  
 State Special Education Scholarships, 17  
 Student Body Board of Directors, 21  
 Student Classifications, 9  
 Student Clubs and Organizations, 21  
 Student Employment, 18  
 Student Health Program, 20  
 Student Judicial Office, SCERB, 23  
 Student Life and Programs, Office, 21  
 Student Teaching Assignment, 166  
 Student Teaching Requirements, 166  
 Study Abroad, 33  
 Summer Sessions, 8  
 Supplemental Educational Opportunity Grants (SEOG), 16  
 Talent Program, Admissions, 10  
 Teacher Certification, 39, 162  
 Teacher Education Program Requirements, 162  
 Teacher Education Programs, 163  
 Teacher Education Sequence, Home Economics, 73  
 Teaching English to Speakers of Other Languages (TESOL) Program, 102  
 Teaching, Preparation, 36  
 Technical Systems Sequence, 54  
 Television/Audio Production Unit, 36  
 Tenant Union, 21  
 Tests, Admission, 9  
 Theatre Production Sequence, 178  
 Theatre Programs and Courses, 178  
 Therapeutic Recreation Sequence, 60  
 Title IX, 1  
 Traffic and Safety Education Sequence, 79  
 Transcript Fee, 13  
 Transfer Students, 9, 10  
 Tuition and Fees, 13  
 TV 10 News, 22  
 Unclassified Students, 9, 10, 16  
 Undergraduate Teaching Assistants, 33  
 University Scholarships, 17  
 University Studies Courses and Groups, 39  
 University Studies, Individual Program, 42  
 University-Wide Programs and Courses, 43, 46  
 Upper Division Honors, 32  
 Veteran's G.I. Bill, 16  
 Veteran's Option, New Start, 28  
 Veterans Program, 10  
 Veteran's Services, 18  
 Veterinary Medicine, Preparation, 35  
 Vidette, 22  
 Visually Handicapped Sequence, 158  
 Vocational Rehabilitation Education Assistance, 16  
 Voice Performance Sequence, 175  
 Voter Registration, 21  
 WGLT, 36  
 Withdrawal Policies Procedures, 26  
 Women's Studies, 46  
 Work-Study Program, 18  
 Writing Center, 19  
 Writing Examination, 29  
 Writing Program, 104  
 WZND, 22  
 Yearly Expense Estimate, 14





Cover by  
Cathy A. Strausberger